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BENCHMARK • I

Land and Water

Written by Robert Charles

www.readinga-z.com

Land and Water

A Reading A-Z Level I Benchmark Book • Word Count: 284




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Land and Water



Written by Robert Charles

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16	DRA
15	Reading Recovery
1	Fountas & Pinnell

LEVEL I
Correlation

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Level I Benchmark Book
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Tucson, AZ 85718
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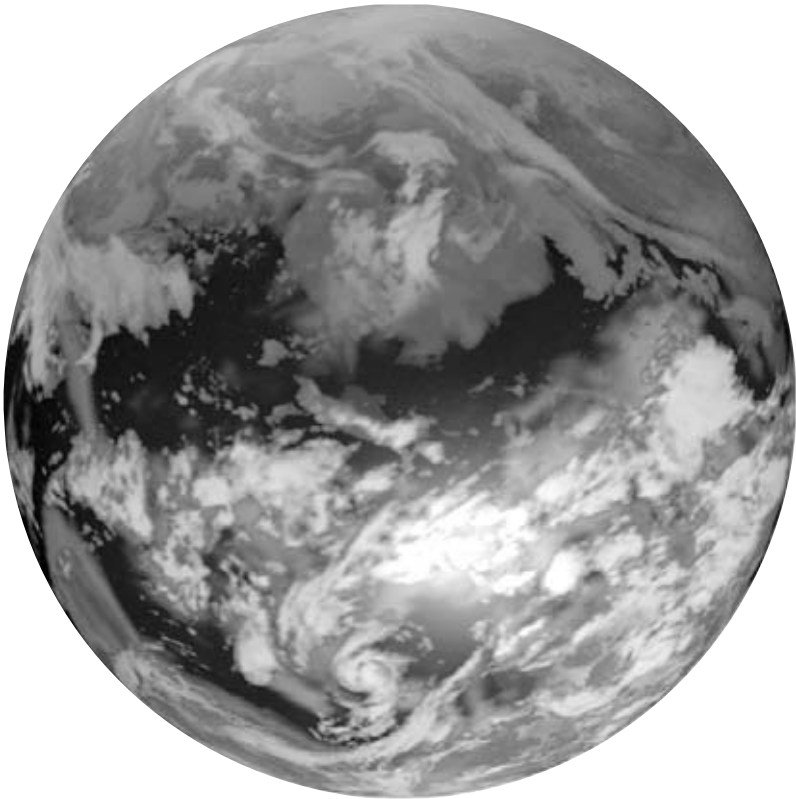
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Introduction

Imagine that you
are flying around
the world.
Look down.
You see water—
a lot of water.
In fact, most
of the earth is
covered by water.

You also see land.
The land rises high and goes low.
It comes in many shapes.



5

Mountains and Hills
When land rises high, it is called a mountain.
Many mountains in a row are called **ranges**.

6

Mount Everest is the tallest mountain in the world.



A hill is when the land rises just a little.
Hills are smaller than mountains.

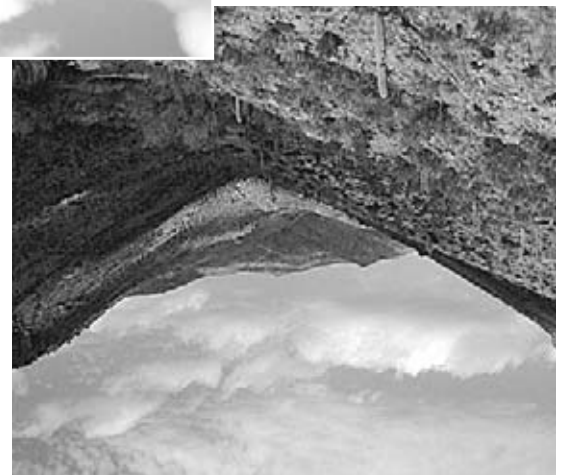


7

8



Valleys and Canyons
When land is low,
it is called a valley.
Valleys can be small and narrow.
They can also be big and wide.

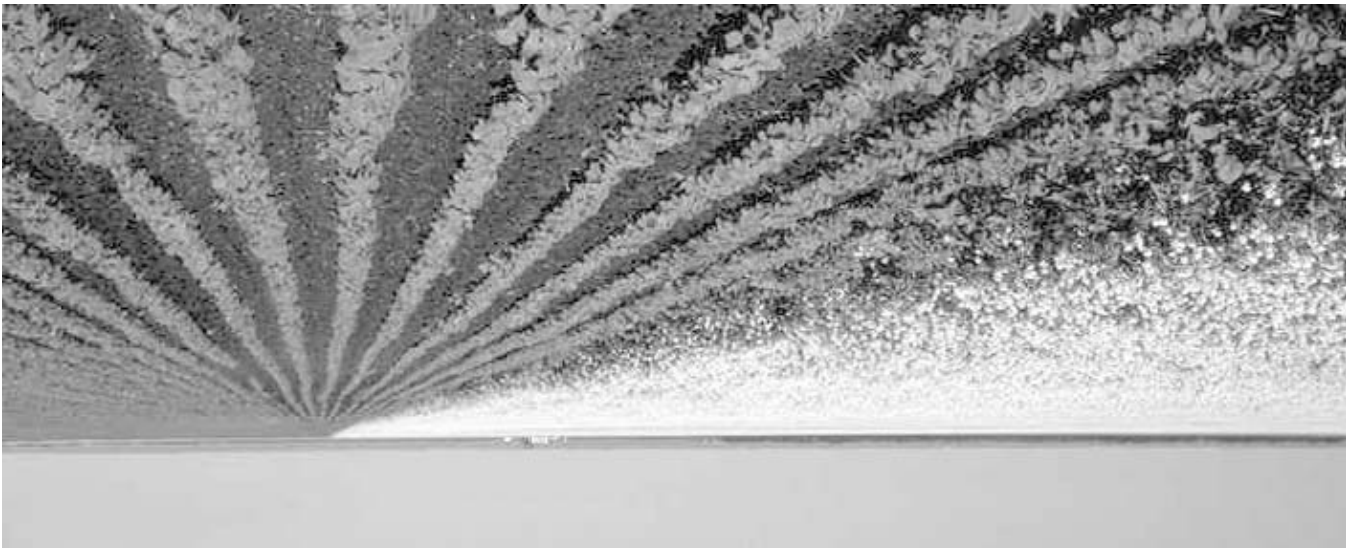




Some valleys have very steep sides.
These valleys are called **canyons**.
Rivers make canyons.
They cut into the land and carry it away.

9

01



Plains
When the land is flat, it is called a **plain**.
Plains make good farmland.



Streams and Rivers

When it rains or when snow melts, water flows downhill in streams.

Streams join each other to make small rivers.

Small rivers join each other to make big rivers.

Streams and rivers flow into ponds, lakes, and oceans.

11

Most ponds and lakes are filled with **fresh water**. This means that the water is not salty.



12

Ponds and Lakes
Ponds and lakes are water with land all around them. Ponds are small, while lakes are bigger.



Oceans

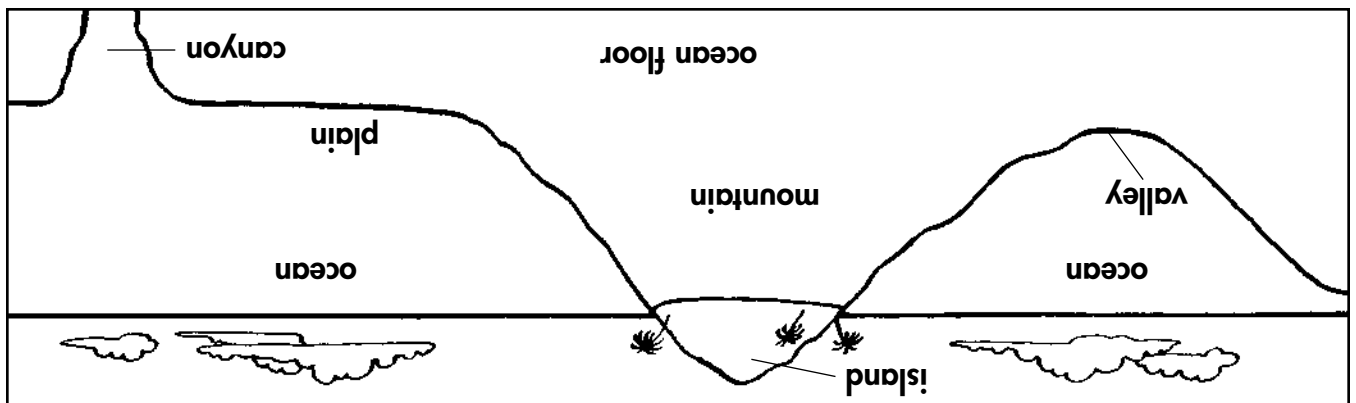
Oceans cover most of Earth.

Oceans are so big that you cannot see across them.

They are filled with **salt water**.



13



14

The land under the ocean is called the ocean floor.
The ocean floor has mountain ranges.
Some mountaintops stick out above the water.
These mountains become **islands**.
The ocean floor also has plains, valleys, and canyons.



Conclusion

The earth is covered by land and water.
The different shapes of land and water
make the earth interesting and beautiful.

15

16

islands	pieces of land with water on all sides (p. 14)
plain	a large area of flat land (p. 10)
ranges	lines of mountains (p. 6)
salt water	water that has salt in it (p. 13)
canyons	valleys with steep sides (p. 9)
fresh water	water that is not salty (p. 12)

Glossary

Reading a-z Running Record

Level I

Student's Name _____ Date _____

Land and Water
104 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E			S-C		
						M			M		
4	Introduction Imagine that you are flying around the world. Look down. You see water— a lot of water. In fact, most of the earth is covered by water.										
5	You also see land. The land rises high and goes low. It comes in many shapes.										
6	Mountains and Hills When land rises high, it is called a mountain. Many mountains in a row are called ranges.										
7	A hill is when the land rises just a little. Hills are smaller than mountains.										
8	Valleys and Canyons When land is low, it is called a valley. Valleys can be small and narrow. They can also be big and wide.										
Totals											

Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • I

On Vacation



Written by Susan Spence-Allard • Illustrated by Signe Nordin

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On Vacation

A Reading A-Z Level I Benchmark Book • Word Count: 279



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16	DRA
15	Reading Recovery
1	Fountas & Pinnell
LEVEL 1	

Correlation

On Vacation
Level H Benchmark Book
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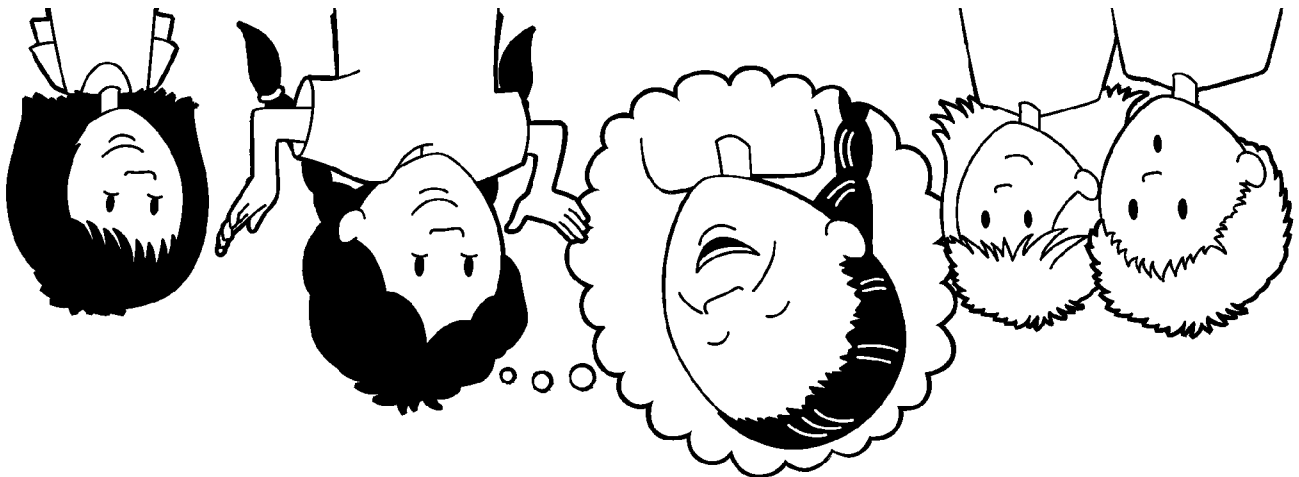


It is that time of year again. It is summer.
 And every summer I visit my grammy.
 Ana comes, too. Ana is my little sister.

3

Some of my friends asked, "Why do you call her Grammy?"
 "Well," I said. "It's because
 she doesn't like to be called Grandma.
 When we ask her why, she just laughs."

4



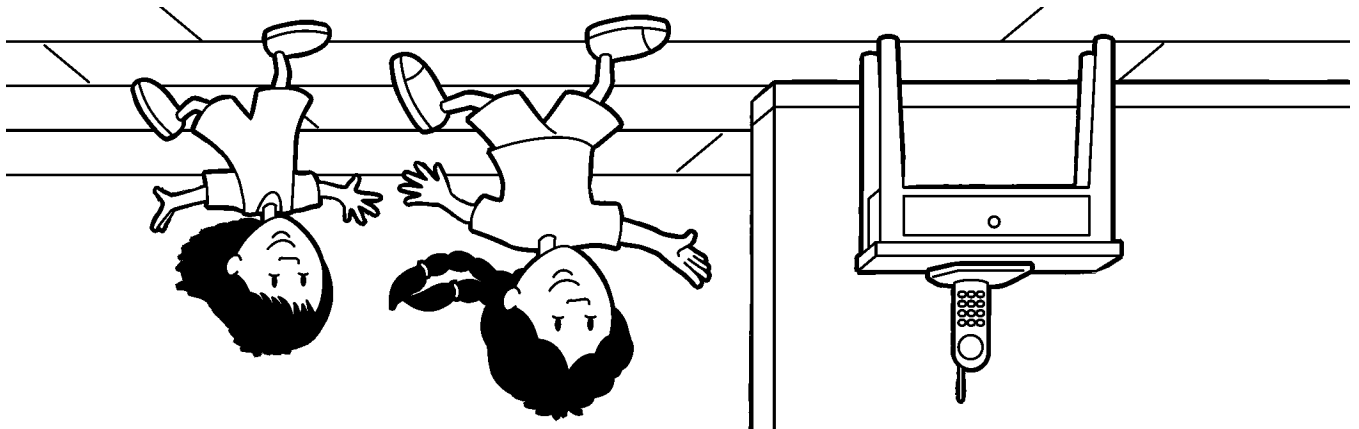


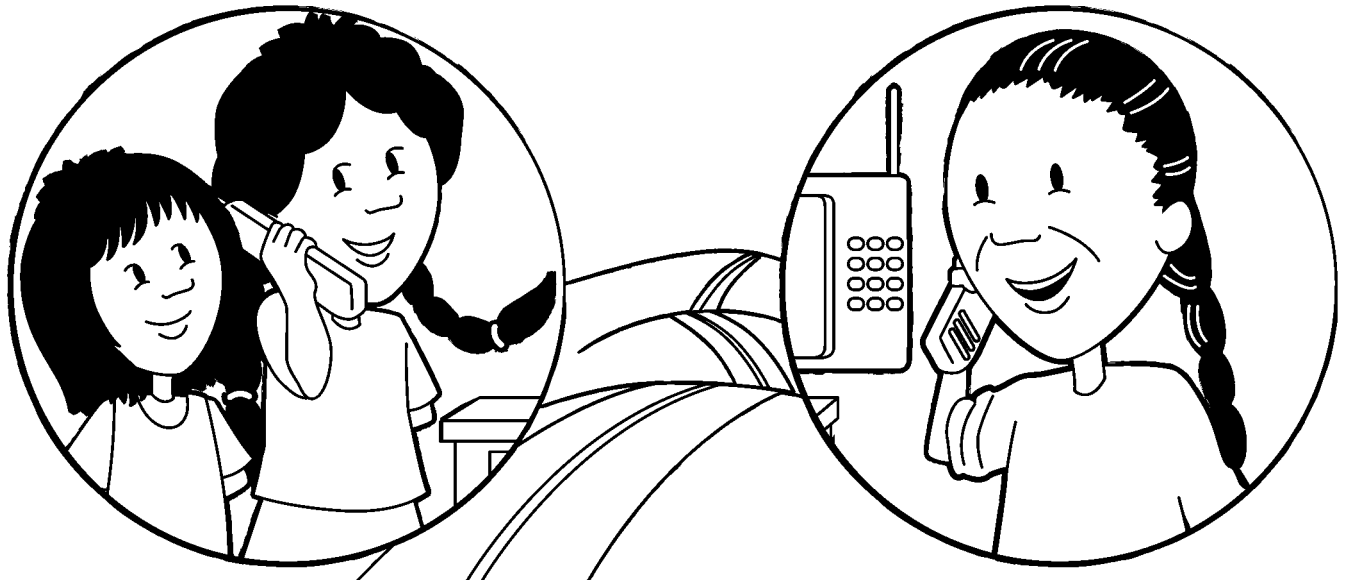
Our grammy is very cool.
 She does things most grammies don't do.
 She likes being silly.
 Sometimes we call her Silly Grammy.

5

Ana and I were getting excited to visit Grammy.
 So I called her on the phone.
 Now I am going to share what
 Grammy said when I called her.
 Then you'll know just how cool our grammy really is!

6





"I miss you!" said Grammy.

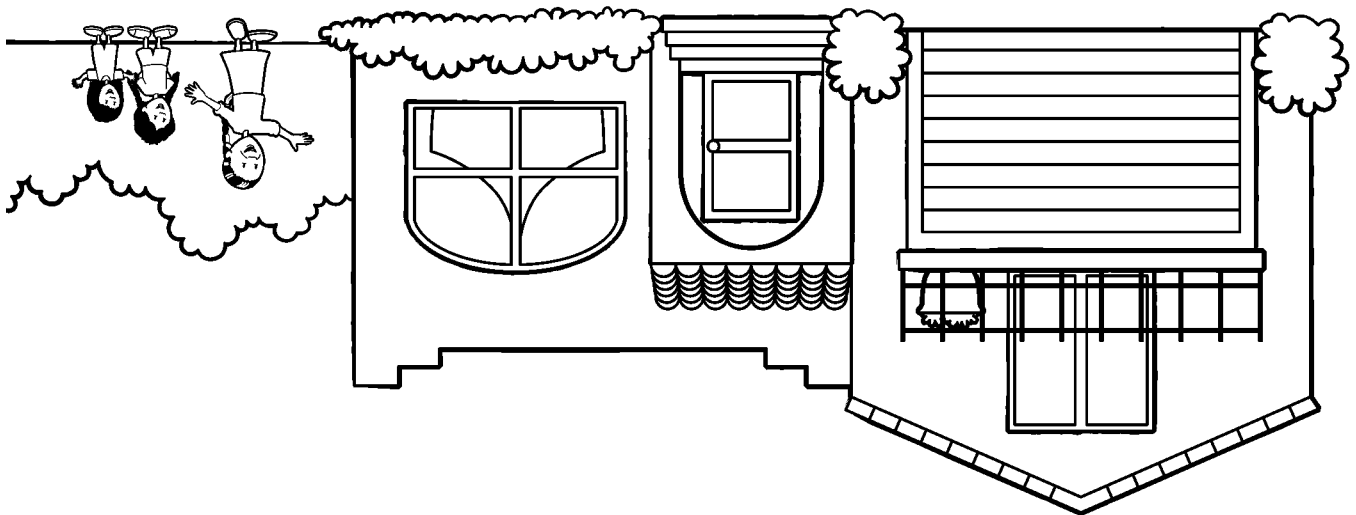
"We miss you, too!" I said.

"Come visit, and we will have a special vacation," said Grammy.

7

"What will we do?" I asked.
 "You will get to see my new purple house," said Grammy.
 "We will do lots of fun things."

8



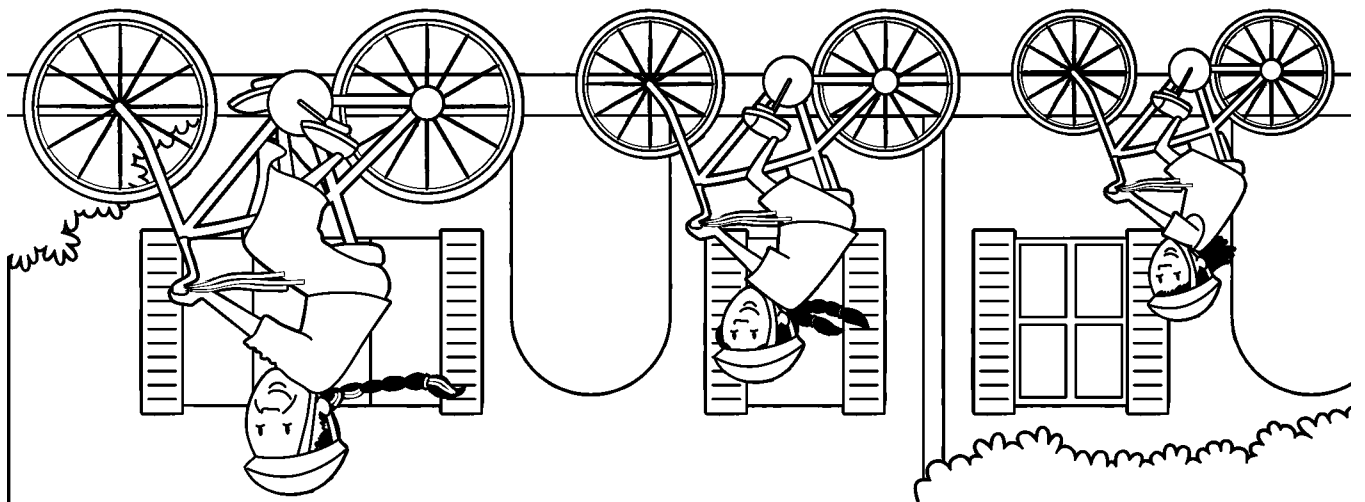


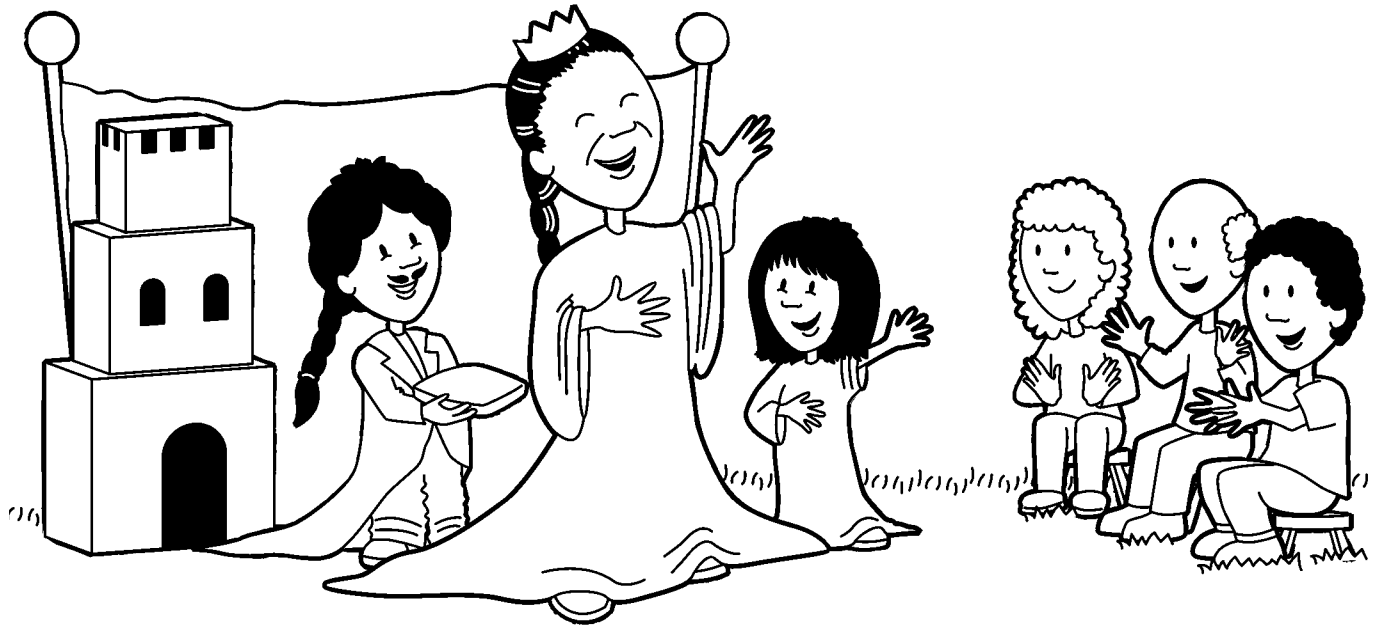
"We will in-line skate in the park.
We will make circles, figure eights, and curly-Qs."

9

"We will put colored streamers on our bikes.
And then we will parade through town.
We will eat scrambled egg and
pickle sandwiches in the park."

10





"We will read scary stories to each other.
And we will put on funny plays for all the neighbors."

11



"We will play in the ocean waves.
And we will gather shells to make castles in the sand."

12

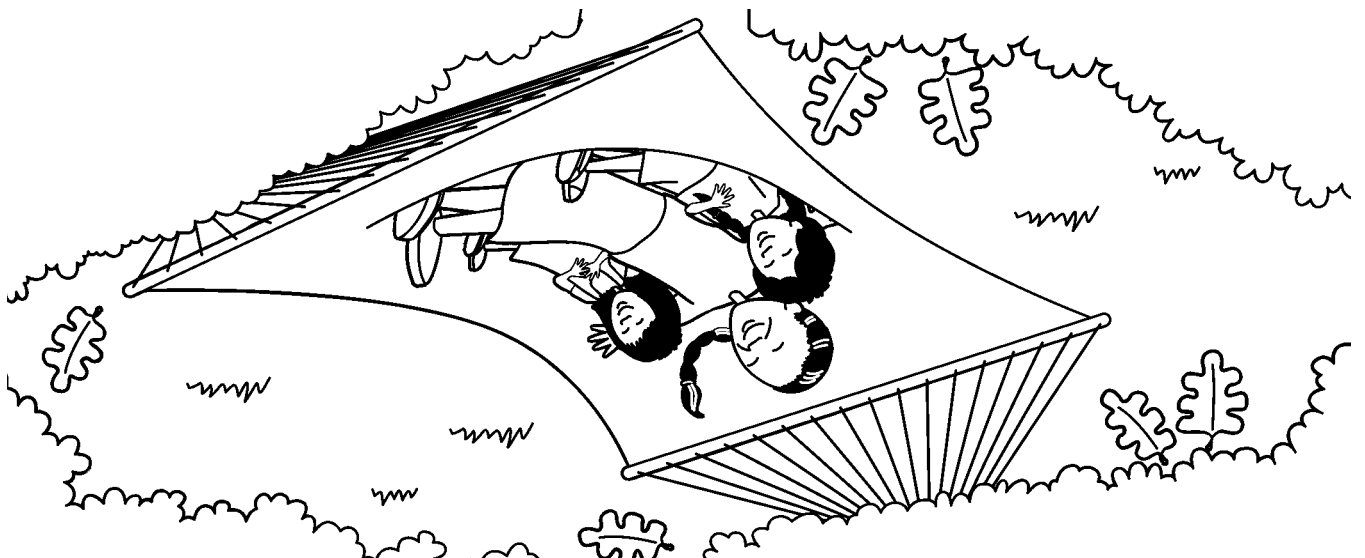


"We will jump on the trampoline
and see if we can touch the sky."

13

And then I said, "We'll take a long nap
in the big hammock under the oak tree!"
Just Ana, my cool grammy, and me!

14



Reading a-z Running Record

Level I

Student's Name _____ Date _____

On Vacation
139 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	It is that time of year again. It is summer. And every summer I visit my grammy. Ana comes, too. Ana is my little sister.								
4	Some of my friends asked, "Why do you call her Grammy?" "Well," I said. "It's because she doesn't like to be called Grandma. When we ask her why, she just laughs."								
5	Our grammy is very cool. She does things most grammies don't do. She likes being silly. Sometimes we call her Silly Grammy.								
6	Ana and I were getting excited to visit Grammy. So I called her on the phone. Now I am going to share what Grammy said when I called her. Then you'll know just how cool our grammy really is!								
7	"I miss you!" said Grammy. "We miss you, too!" I said. "Come visit, and we will have a special vacation," said Grammy.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • I

Hippo's Toothache



Written by Cheryl Ryan • Illustrated by Nora Voutas

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Hippo's Toothache

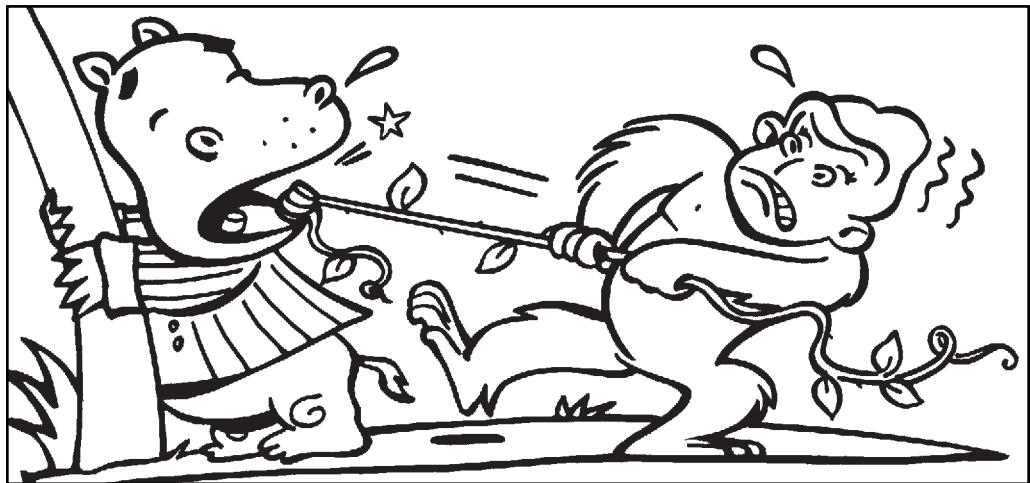
A Reading A-Z Level I Leveled Reader • Word Count: 276



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Hippo's Toothache



Written by Cheryl Ryan
Illustrated by Nora Voutas

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16	DRA
15	Reading Recovery
1	Fountas & Pinnell

LEVEL I
Correlation

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Level I Leveled Reader
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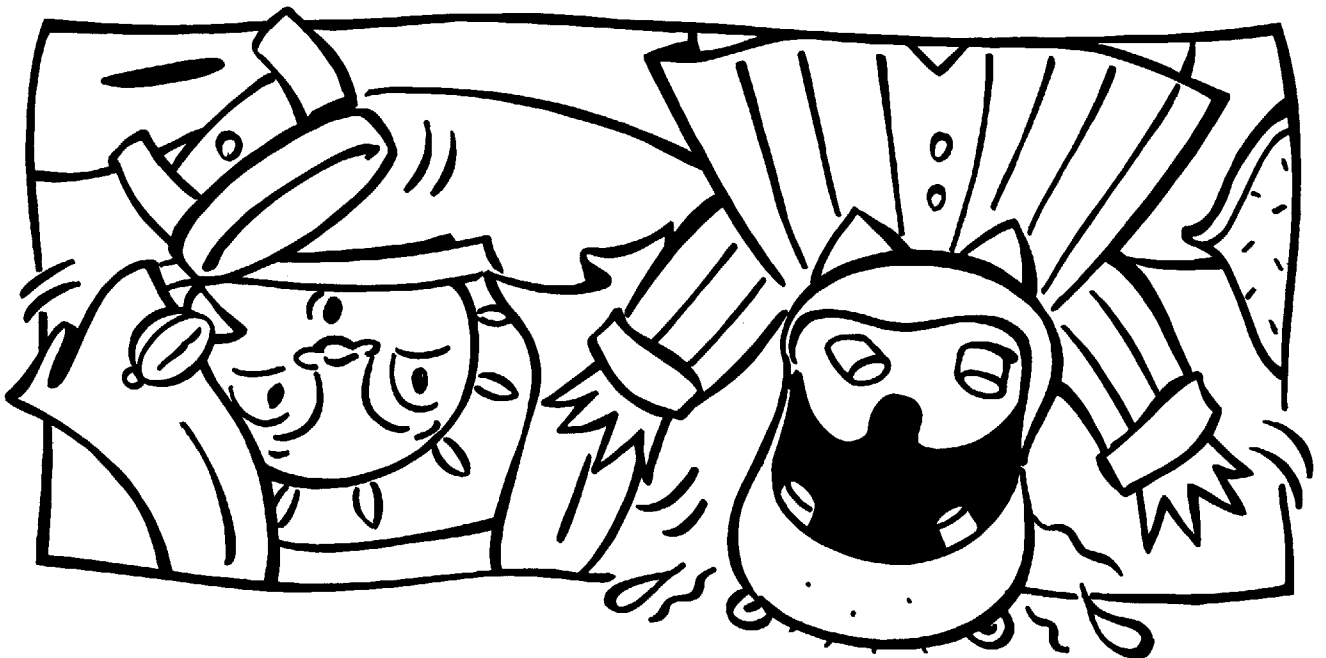


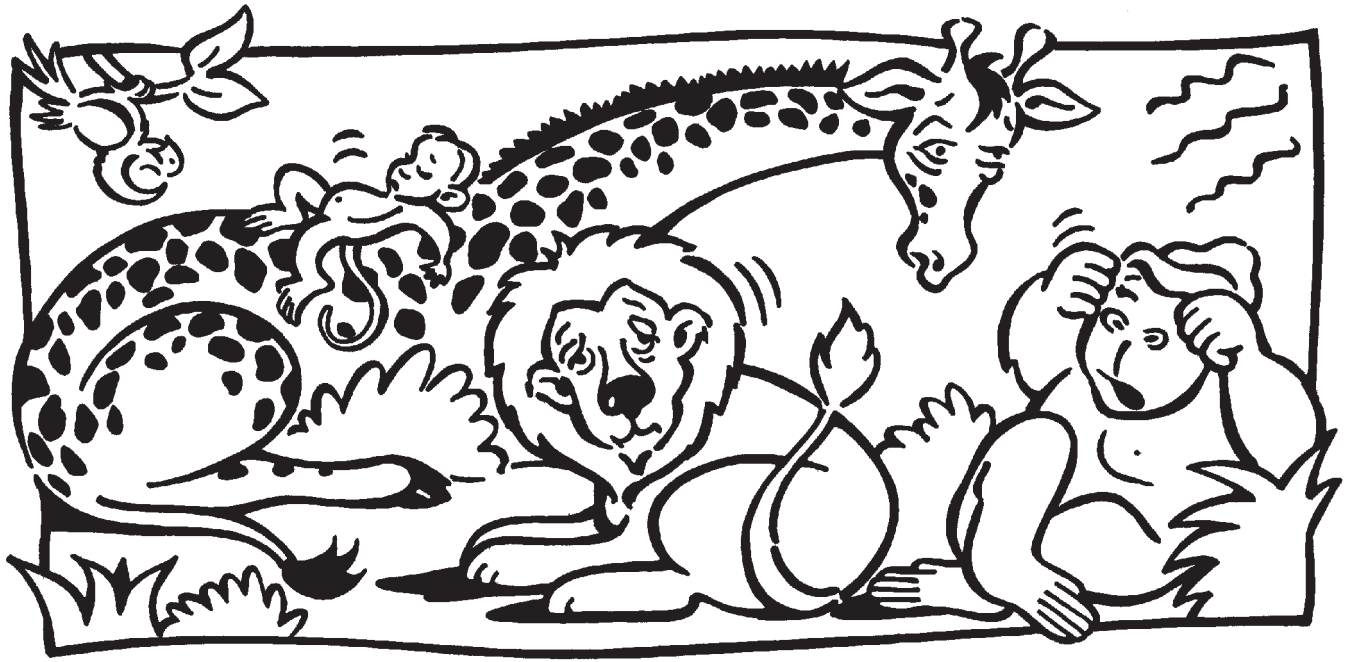
Harry Hippo awoke early one morning.

3

"Owww!" he moaned.
 "I have a horrible, terrible toothache."

4





Harry moaned and groaned.

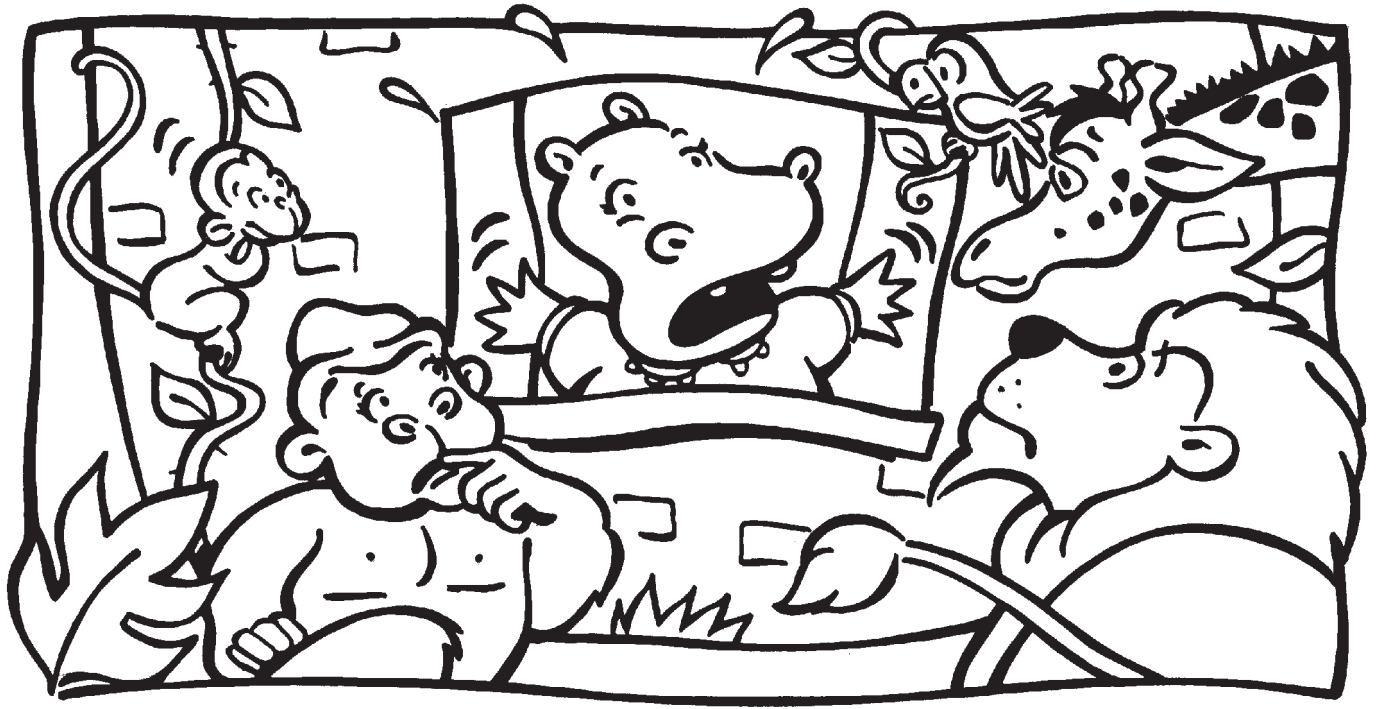
He moaned and groaned so loudly he woke everyone up.

5

"What is wrong?" they asked.
 "Why is Harry moaning and groaning so loudly?"

6



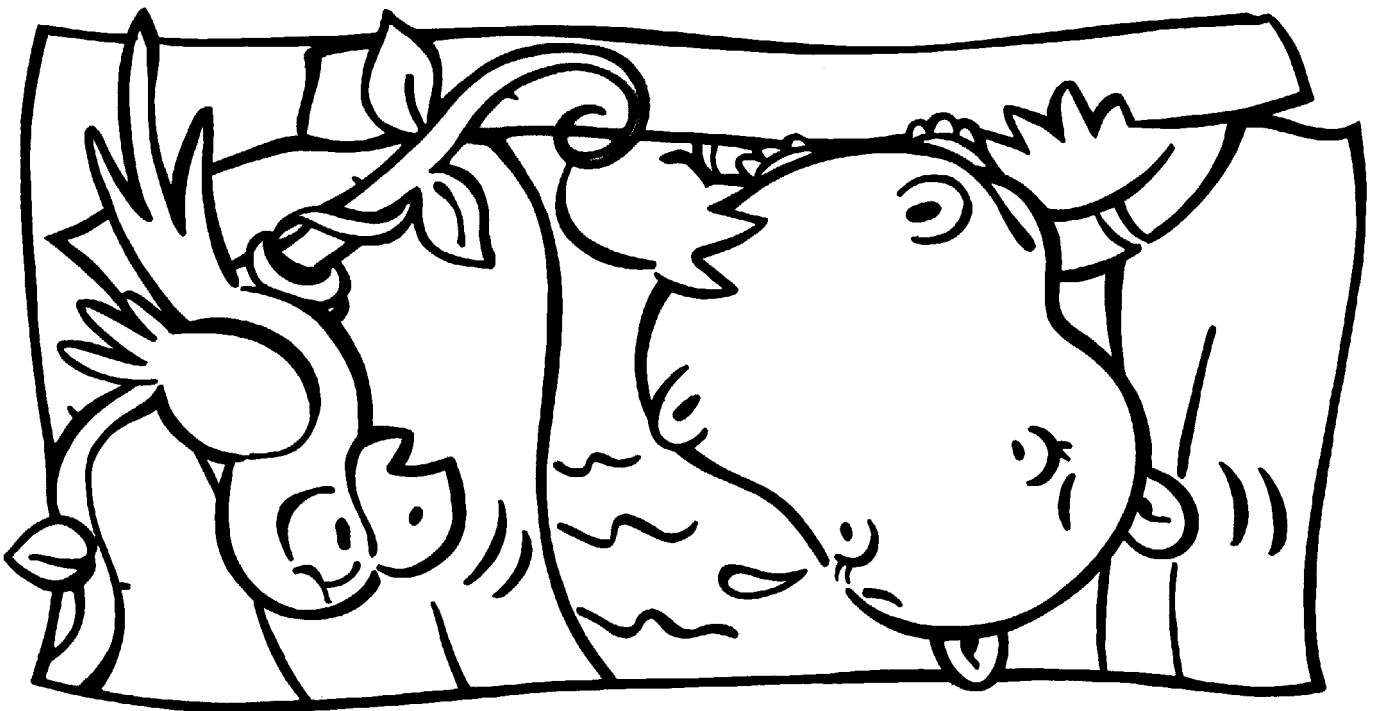


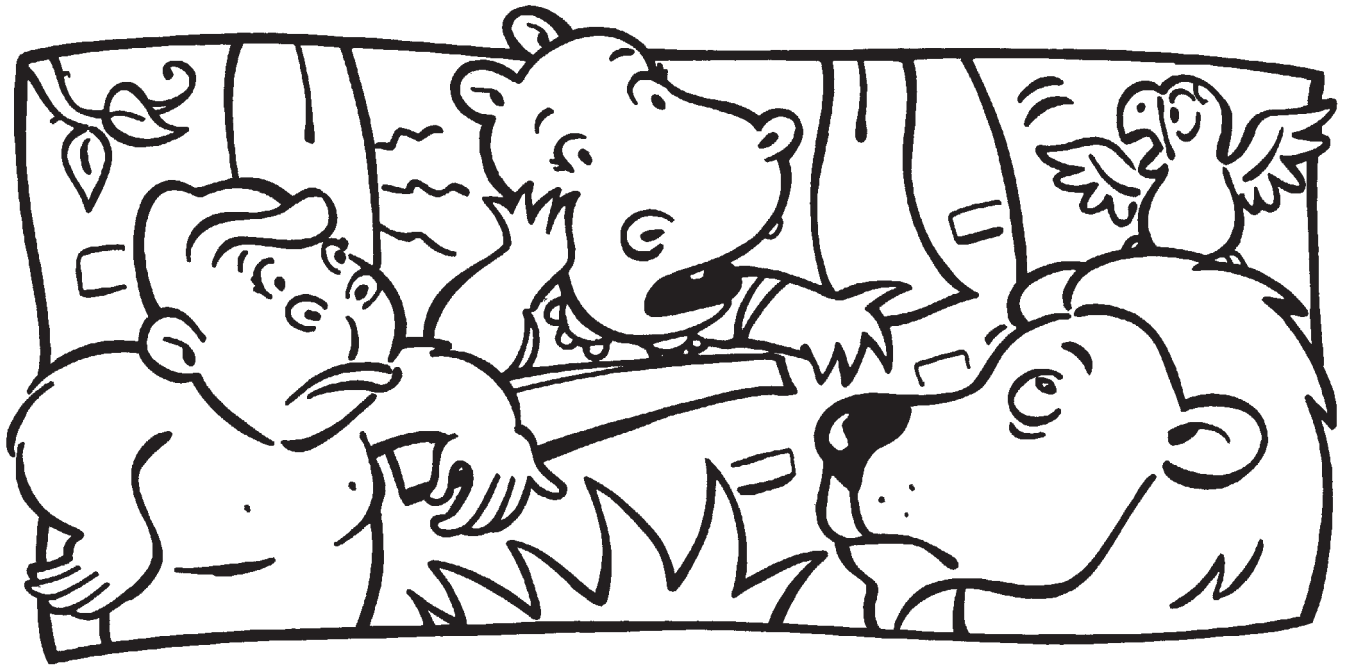
"Harry has a toothache," said his wife, Harriet.

7

"What shall we do?" asked Polly the Parrot.

8





"We will have to pull out the tooth," said Harriet.

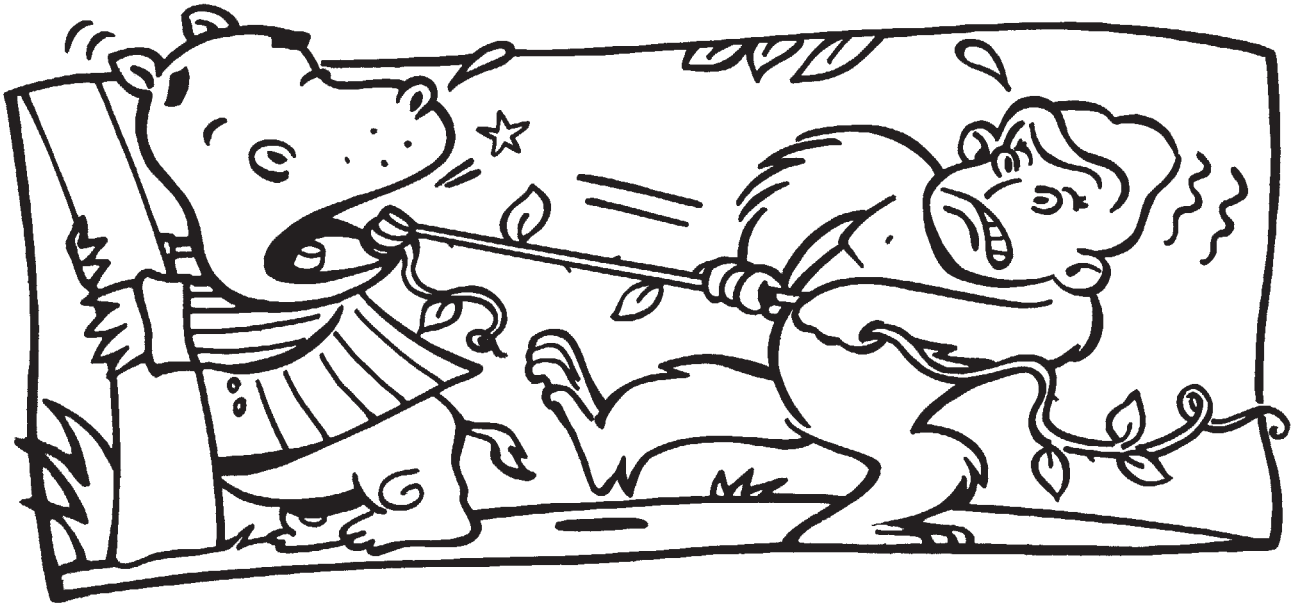
"But who will pull it out?" asked Polly.

9

"I will," said Milly the Gorilla.
 "But how will you pull it out?" asked Ziggy the Lion.

10





Milly went off to find a vine.

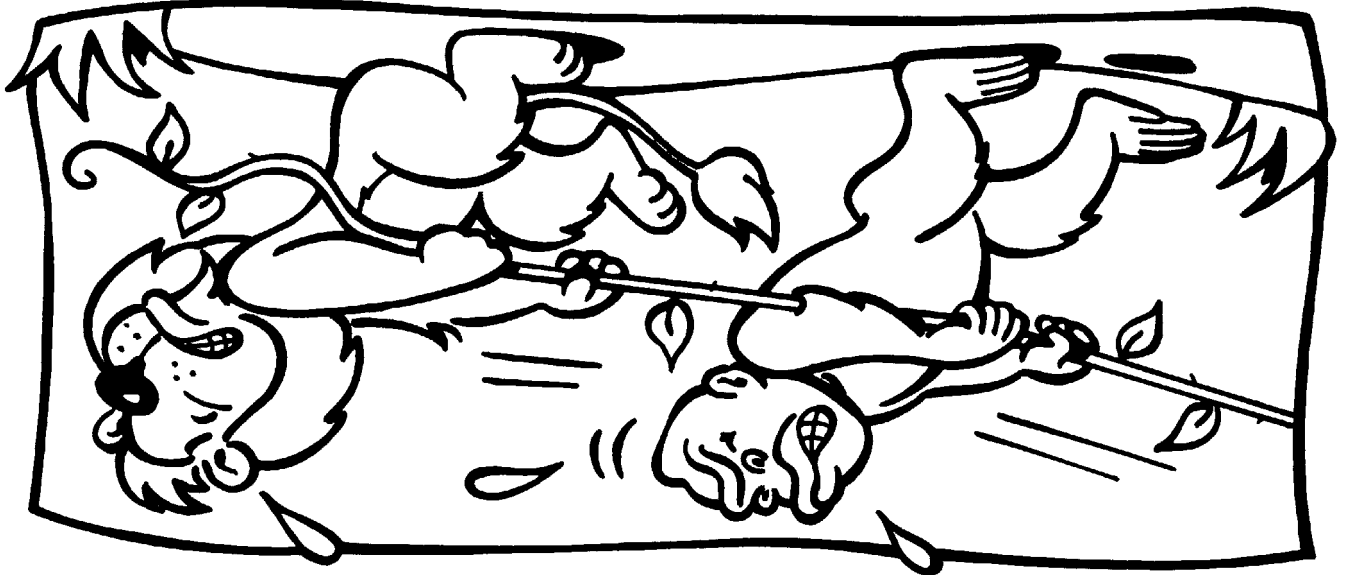
She tied the vine to Harry's tooth, and she pulled on the vine.

She pulled and pulled, but the tooth did not come out.

11

"Let me help," said Ziggy.
So Ziggy and Milly pulled, but the tooth did not come out.
"What will we do now?" asked Polly.

12





"I have an idea," said Milly.

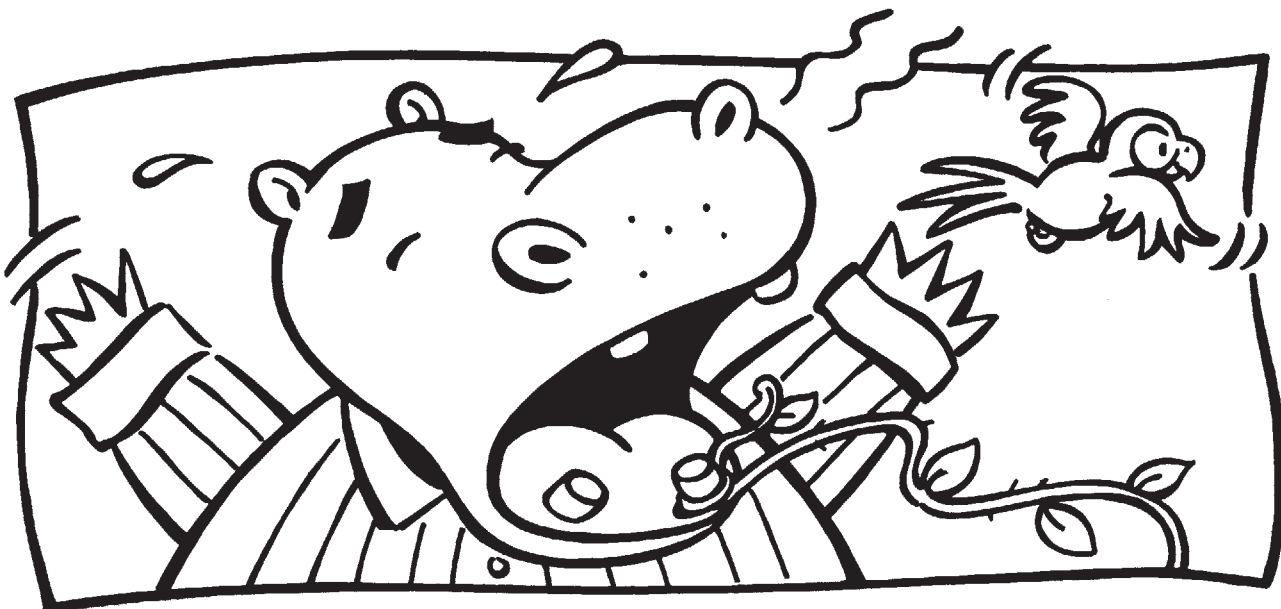
They took Harry to a cliff and tied the vine to a big rock.

13

They pushed the rock over the cliff.
But Harry's tooth did not come out.

14





"Now what?" asked Ziggy.

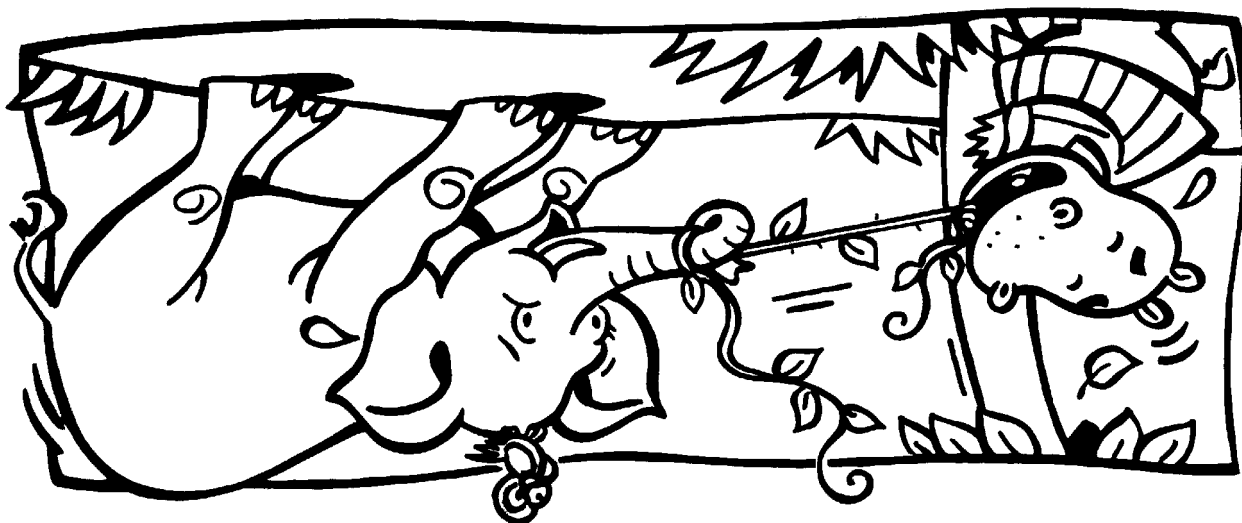
"I have a better idea," said Polly, and she flew off.

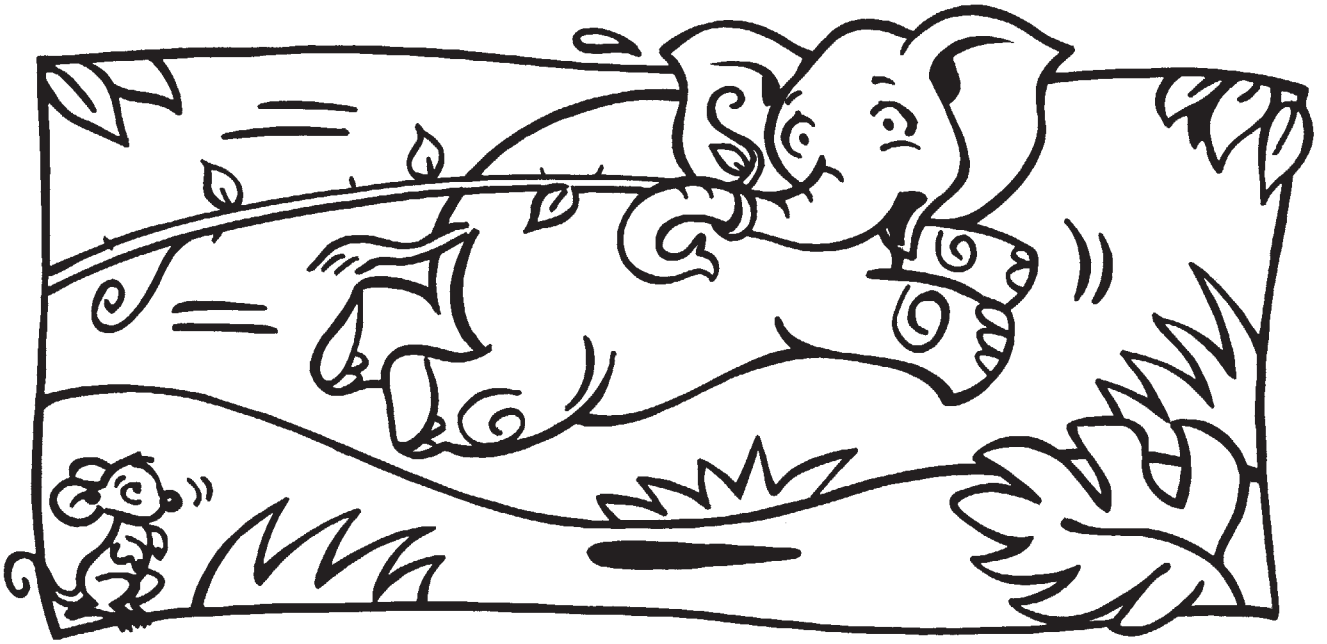
Harry moaned and groaned even louder.

15

Later, Polly came back with Ella the Elephant.
 "Ella will help us pull Harry's tooth," said Polly.
 They tied the vine to Ella.
 She pulled and pulled, but still the tooth did not come out.

16





Then out of the jungle crept a mouse.
Ella saw the mouse and took off running very fast.

17

Out came Harry's tooth.
Harry stopped moaning and groaning.
Once again the jungle was quiet.
Everyone was happy, especially Harry.

18



Name _____

INSTRUCTIONS: Have the children cut up each jumbled sentence into separate words and arrange them in the correct order to make a sentence. Tell them to paste the words onto a piece of paper and read the sentences aloud to the class.



fast. the ran lion Ziggy

moaned Harry and groaned.

moaned. he OWWWWW!

toothache. Harry a has

wrong?" is "What

pull tooth? Who the will

scared. the Ella was elephant

tooth. the Mouse pull helped

happy. Harry very was

Name _____

INSTRUCTIONS: Tell the children to look at the pictures and say the words. Have them find the first two sounds and write the corresponding letters in the boxes to complete the word. Then, write another word that begins with the same consonant blend.

Example:



tr

e

e

trunk



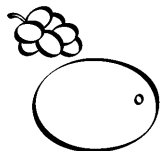
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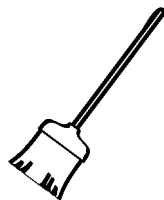
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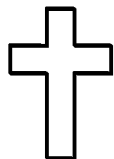
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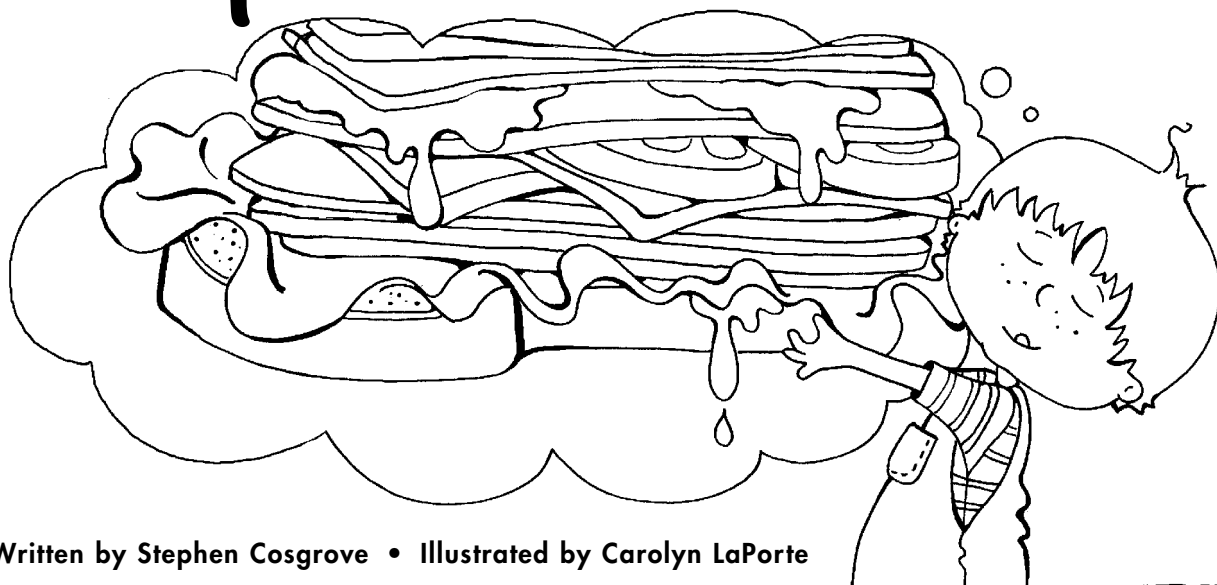


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LEVELED READER • I

Soup and a Sandwich

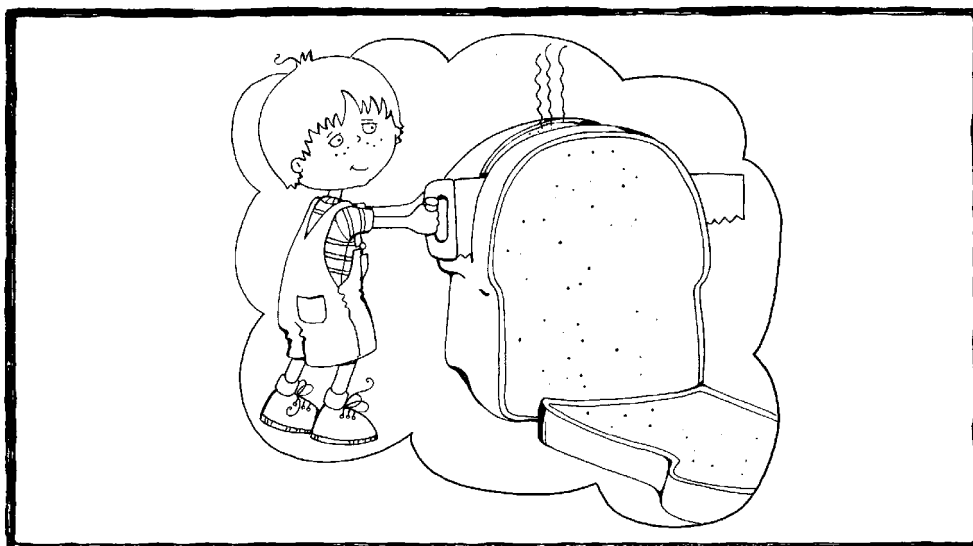


Written by Stephen Cosgrove • Illustrated by Carolyn LaPorte

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Soup and a Sandwich

A Reading A-Z Level I Leveled Reader • Word Count: 320




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Soup and a Sandwich



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16	DRA
15	Reading Recovery
1	Fountas & Pinnell

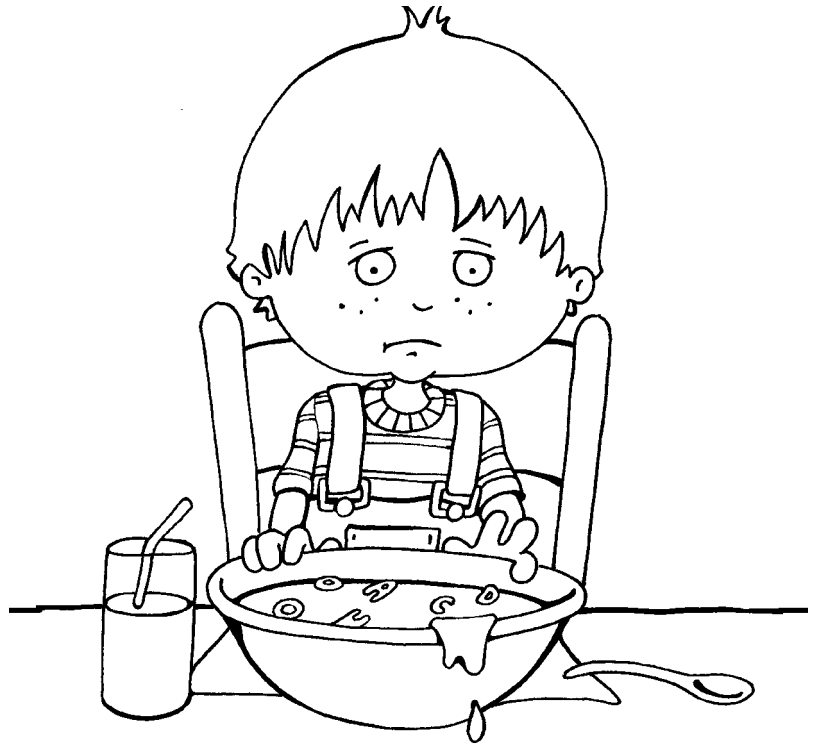
LEVEL I
Correlation

Soup and a Sandwich
Level I leveled Reader
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There once was
a very special boy.
He was very, very hungry.

He was so hungry that
a bowl of alphabet soup
wouldn't do.

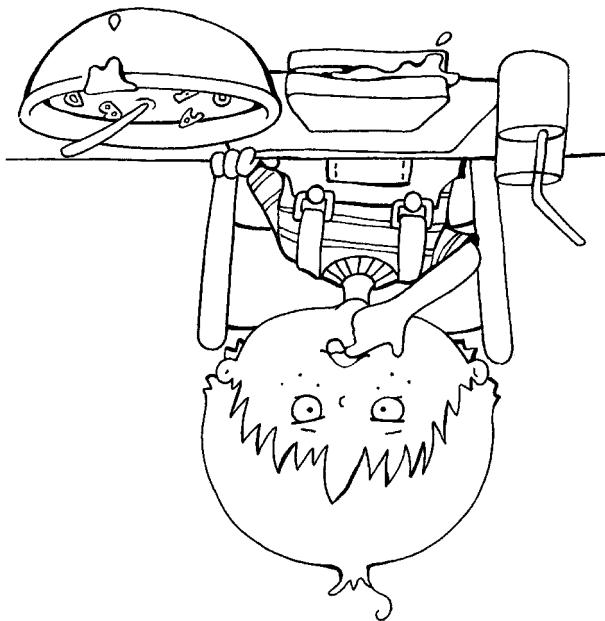
He pushed it away.
No soup for him.
He wanted more.

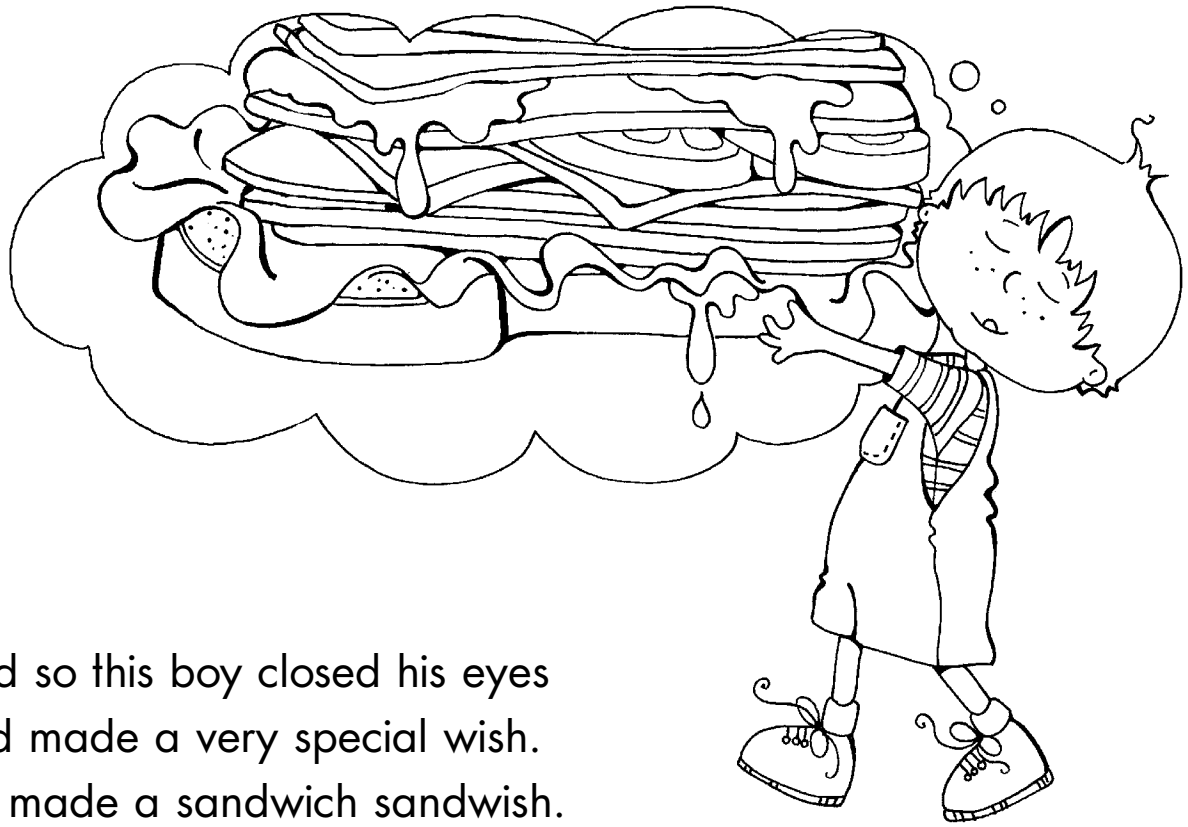


3

This special boy wanted
a special sandwich.
Not some peanut butter
and jiggly jelly-jam sandwich.
Not a little kid's sandwich.
He wanted a
grown-up sandwich.
A gigantic, mountain-high
kind of sandwich.

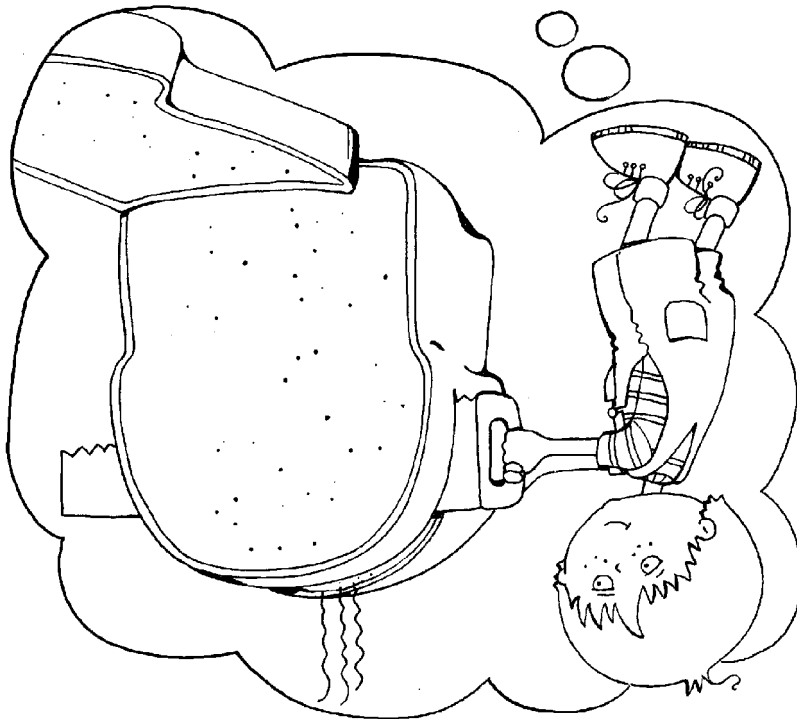
4





And so this boy closed his eyes
and made a very special wish.
He made a sandwich sandwish.

5

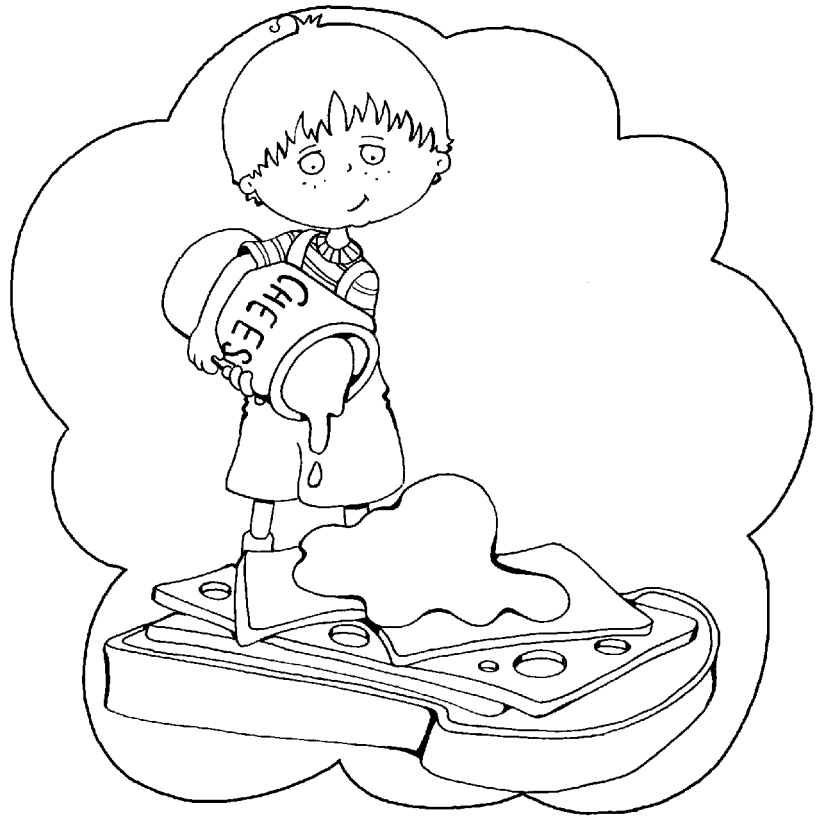


First he sandwished
a loaf of bread,
hot from the oven.
He cut off a slice
so big, he had to use
a saw instead of a knife.

6

Cheese was next,
but not just one kind.

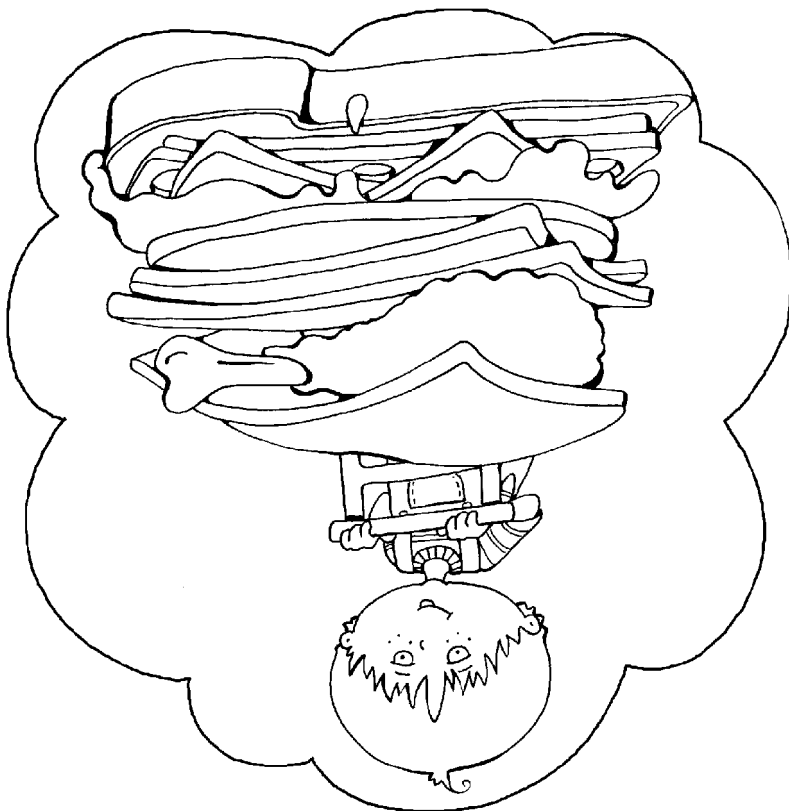
He wished for
cheddar, Swiss,
and Monterey jack.
He wished for
a big glob of
cheese spread.



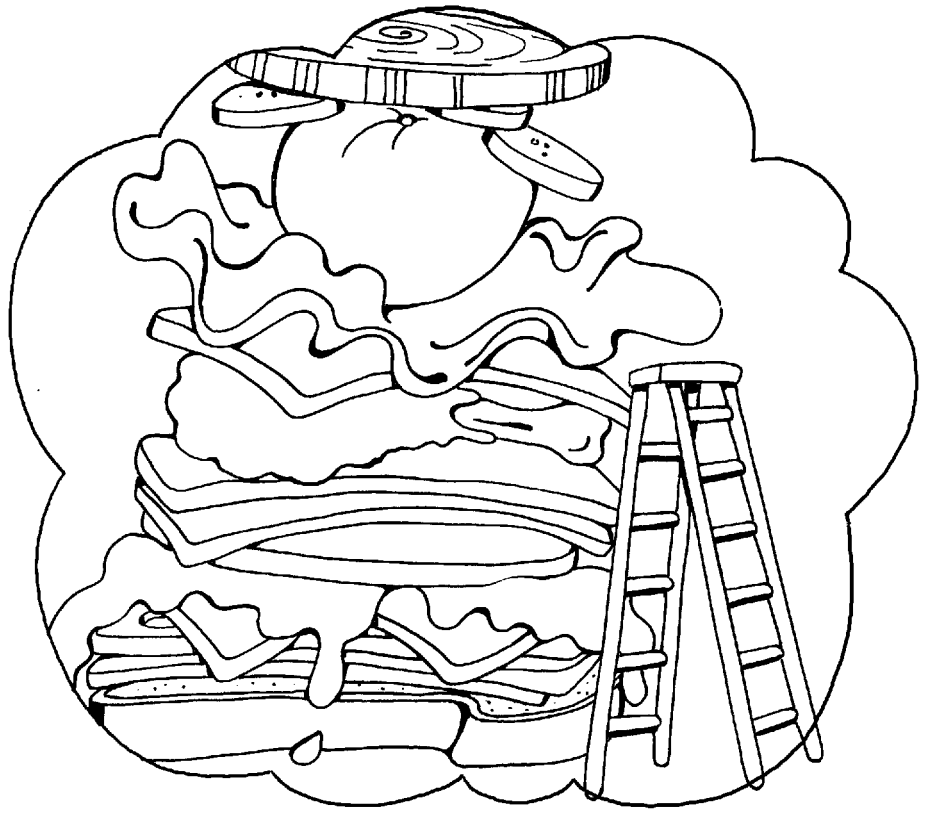
7

Then he wished for
meat—roast beef,
ham, chicken,
and turkey.
He had to stop
in the middle
and sandwich
for a ladder.
He climbed it
to pile on more.

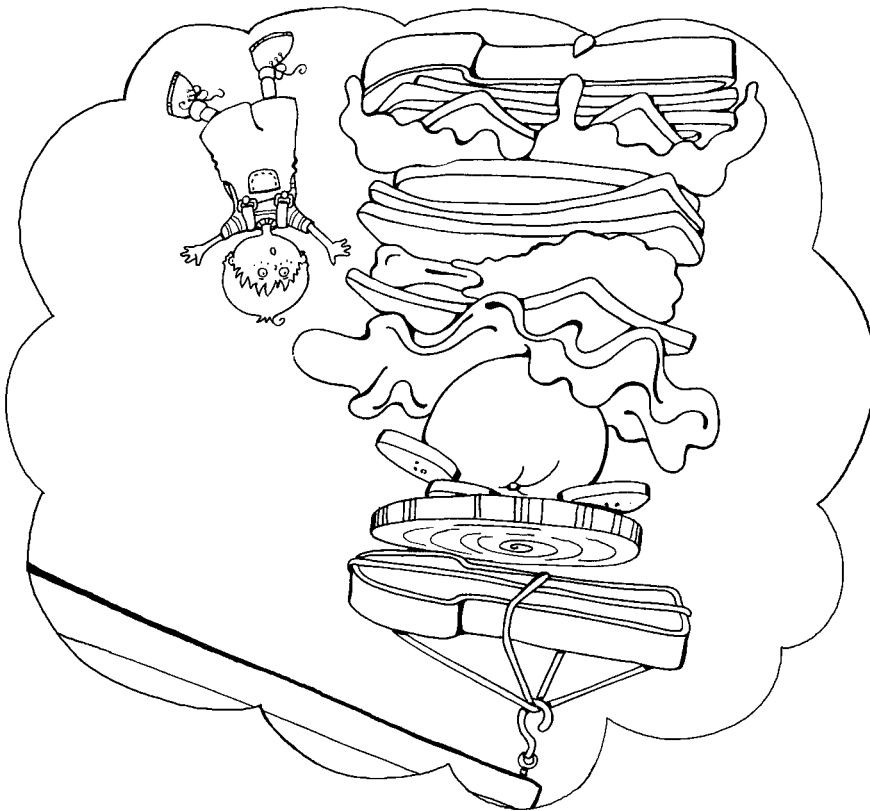
8



He slapped
on lettuce,
a fresh tomato,
and pickles.
He added relish
and a slice of
eye-watering onion.



9



Up and down
the ladder
of wishes
he climbed.
He piled on
more and more.
He finally
had to sandwich
a crane to drop
on the last slice
of bread.

10

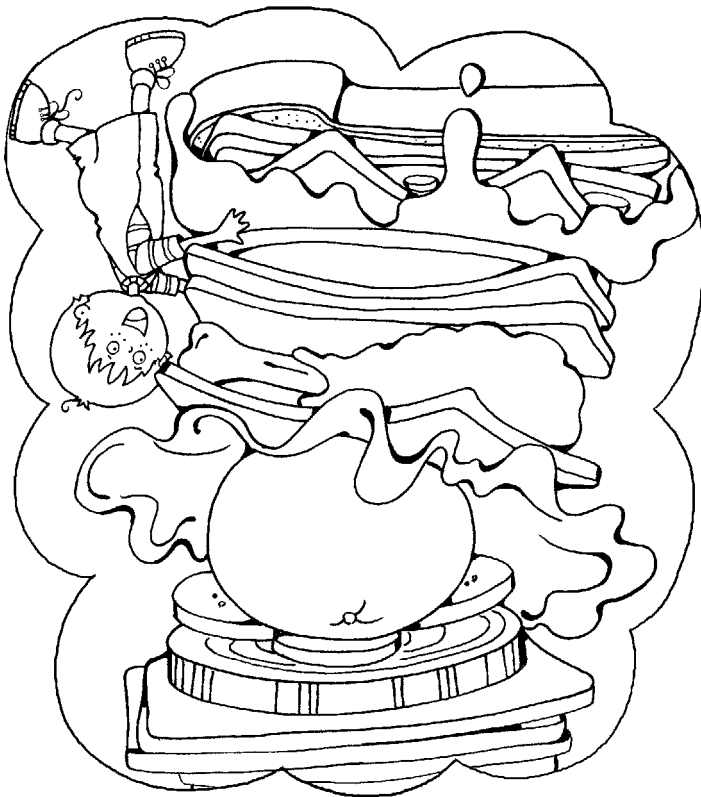
There
it was!
It was a mile-high
monster meal.
It was a
sandwiched
sandwich
like no other
sandwich
wished for
before.



11

This special boy
was ready to eat.
But where could he start?
He walked around
and around,
looking up and down.
There was no way to start
eating this sandwich.
There was no way to end.

12



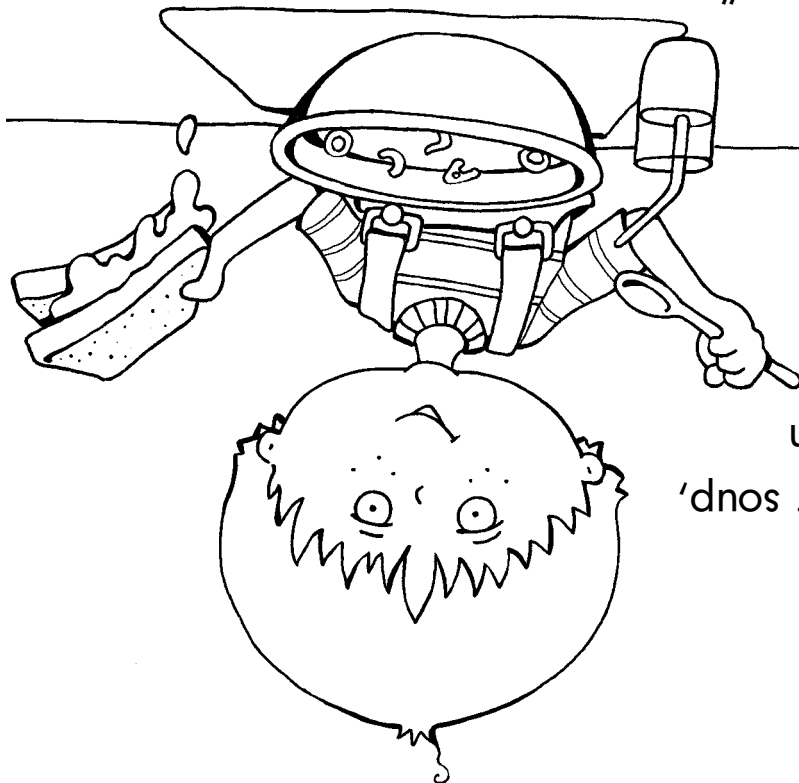
The very special boy
 leaned up against
 the sandwich.
 He closed his eyes
 and made
 yet another
 sandwich.



13

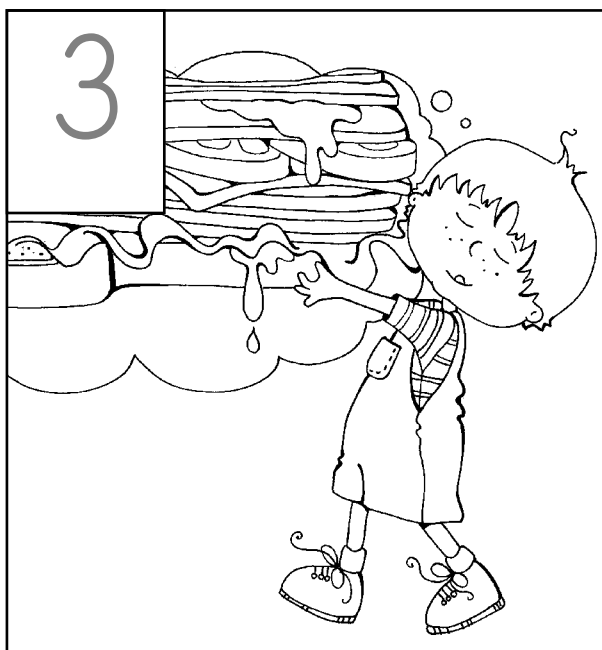
He wished for alphabet soup,
 please, and a sandwich
 of peanut butter
 and jiggly jelly-jam.
 He ate it all and
 filled his tummy.
 He whispered softly,
 "Thanks—that was yummy."

14

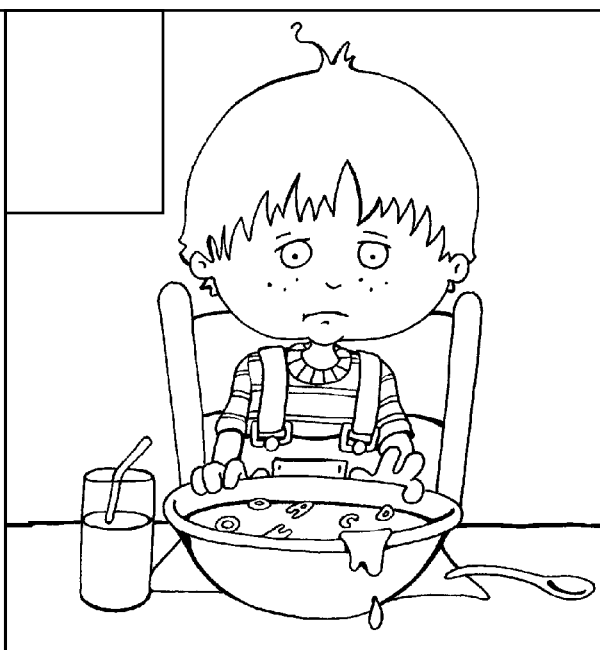


Name _____

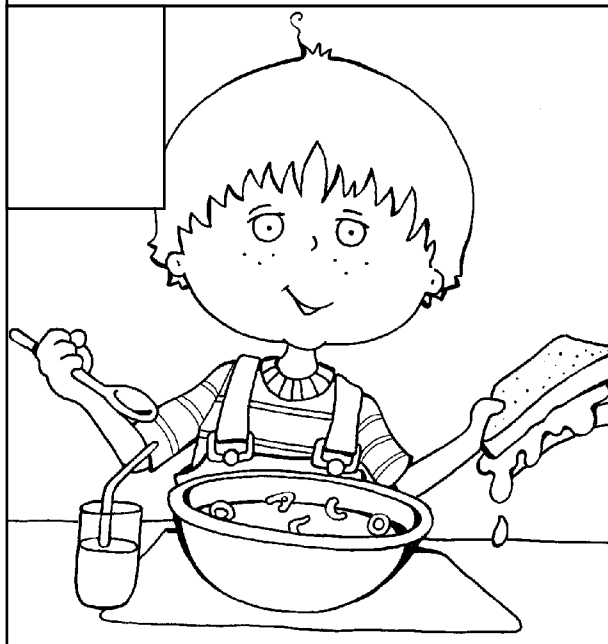
INSTRUCTIONS: Have children number the pictures in order according to the way they happened in the story. When children are finished, they may color the illustrations.



The boy created a sandwich.



The boy had a little bowl of alphabet soup.



The boy ate his soup and peanut butter and jelly sandwich.

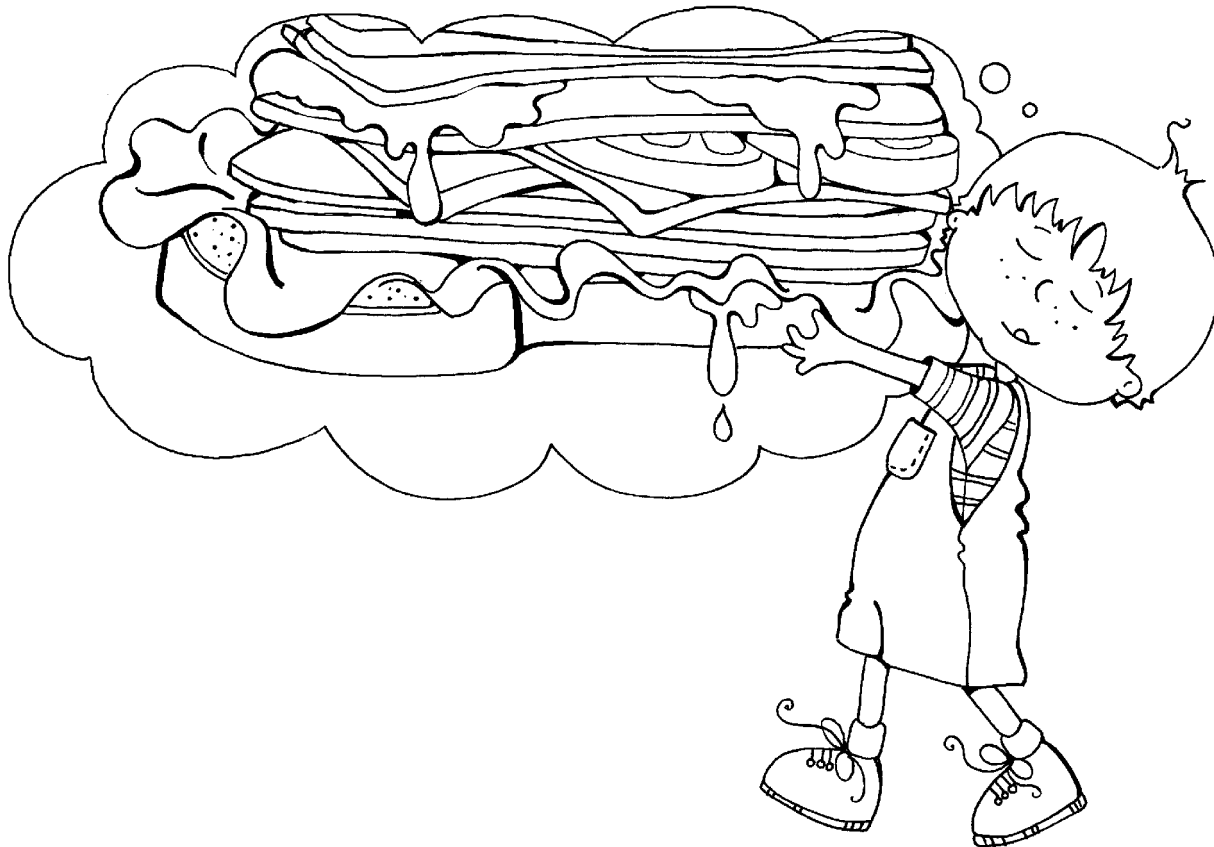


The boy was very hungry.

Name _____

INSTRUCTIONS: Have children place a period or a question mark at the end of each sentence.

1. He was so hungry that a little bowl of alphabet soup wouldn't do ____
2. Then came meat: roast beef, ham, chicken, and turkey ____
3. How high was the boy's sandwich ____
4. And so this boy closed his eyes and made a very special wish:
a sandwich sandwich ____
5. This special boy was ready to eat, but where could he start ____

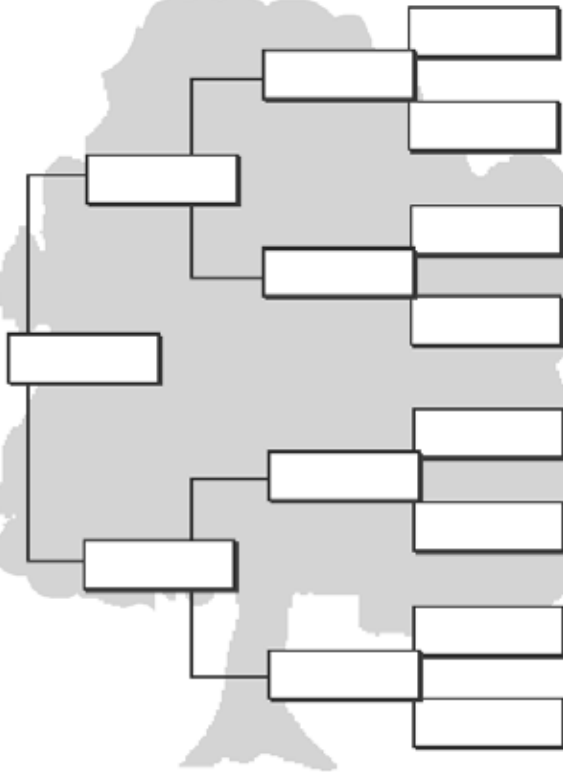


Families

A Reading A-Z Level I Leveled Reader

Word Count: 313

Family Tree Chart



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LEVELED READER • I

Families

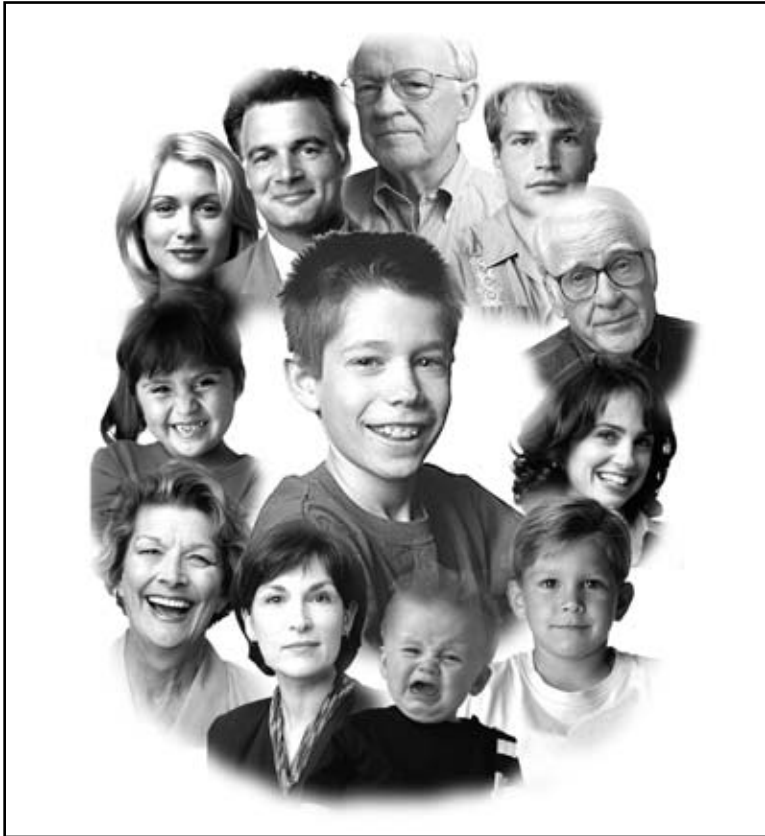


Written by Francis Morgan

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Families

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Families
Level I Leveled Reader
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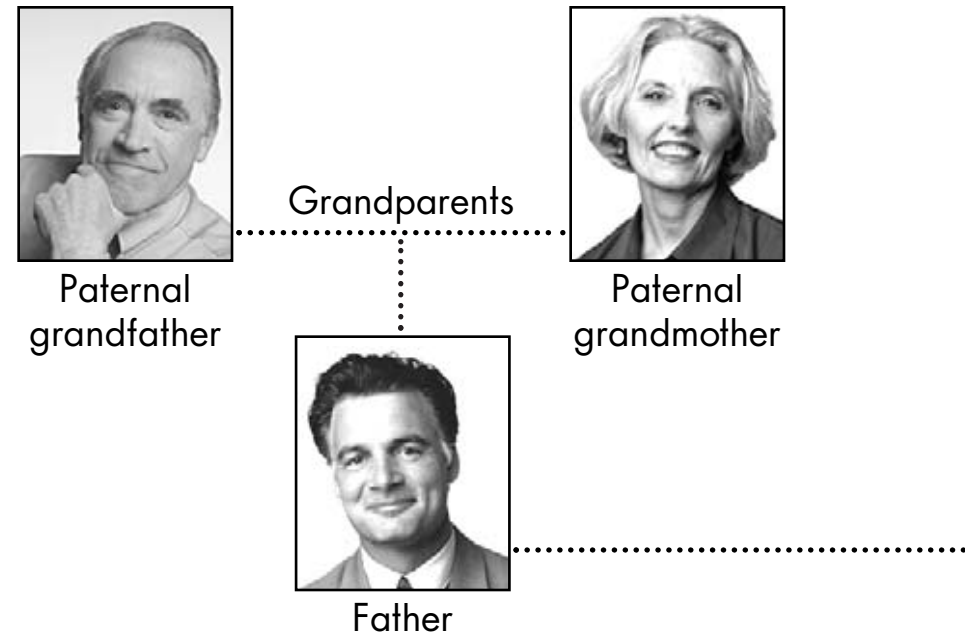
Correlation

LEVEL I

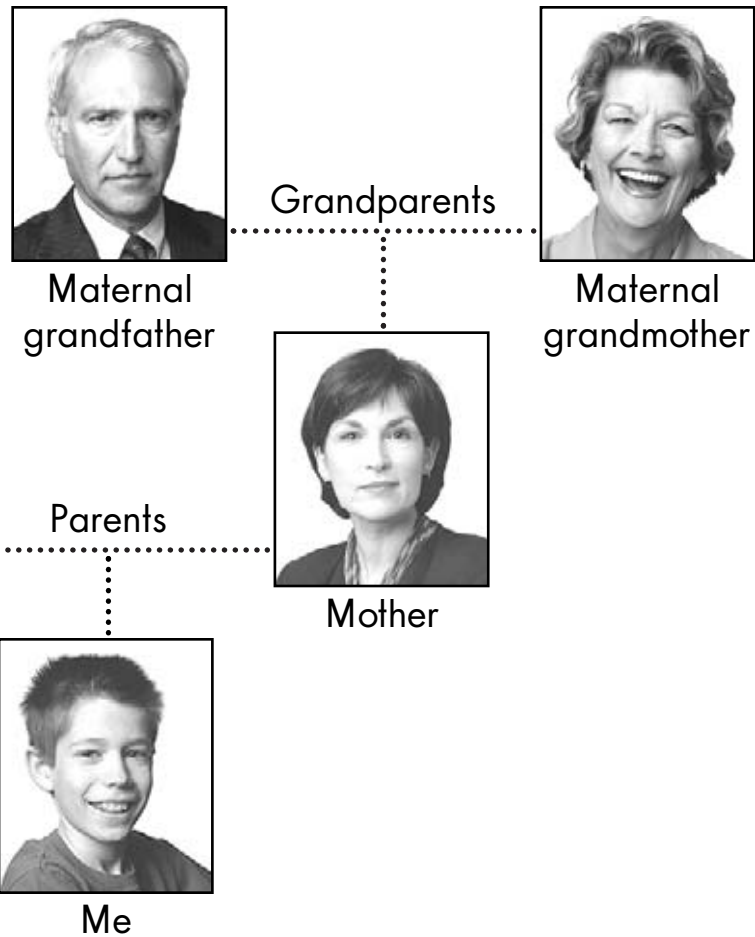
Fountas & Pinnell	I
Reading Recovery	15
DRA	16



Your family members
are your relatives.
You can have many relatives.
Grandparents, parents, brothers,
sisters, aunts, uncles, and cousins
are all relatives.

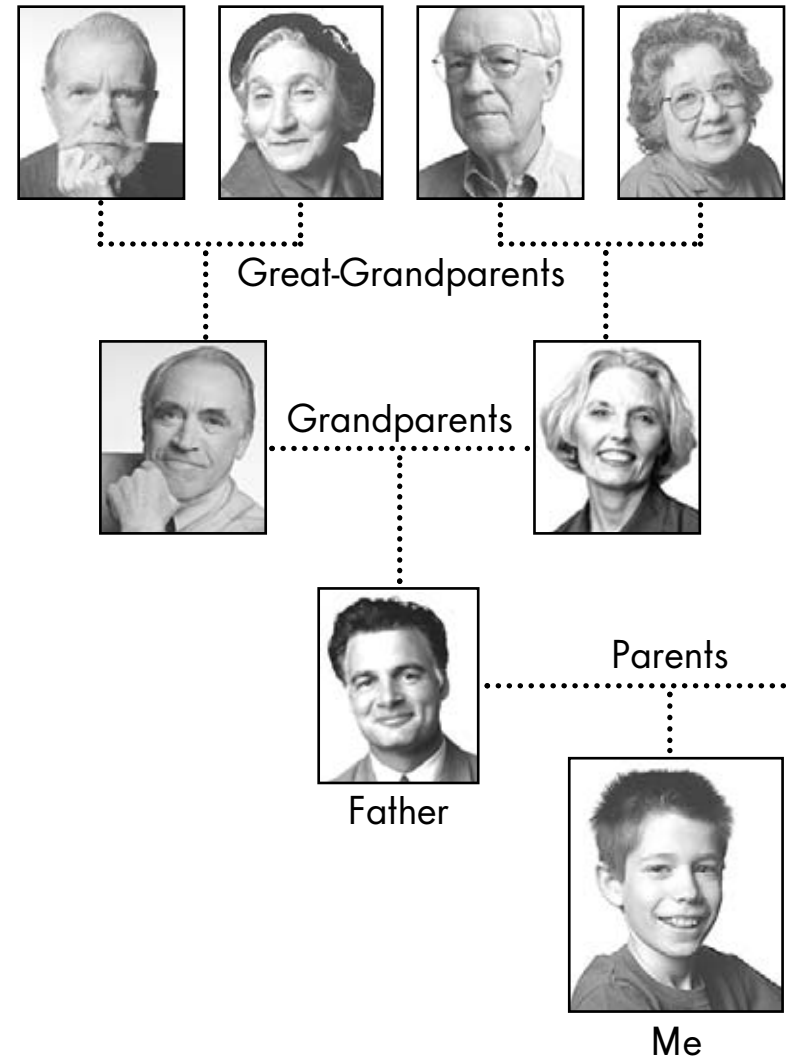


The parents of your mother and
father are your grandparents.
You have two grandfathers.
One is your father's father.
He is called your paternal grandfather.
The other is your mother's father.
He is called your maternal grandfather.



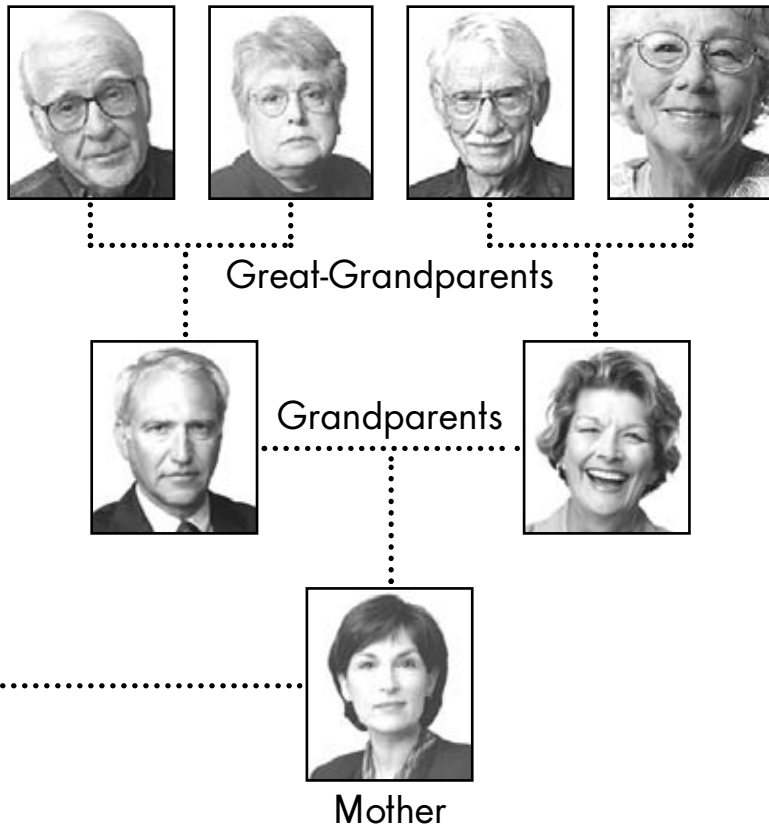
You have two grandmothers.
 One is your father's mother.
 She is your paternal grandmother.
 The other is your mother's mother.
 She is your maternal grandmother.

Sometimes people's grandparents die before they get to know them.



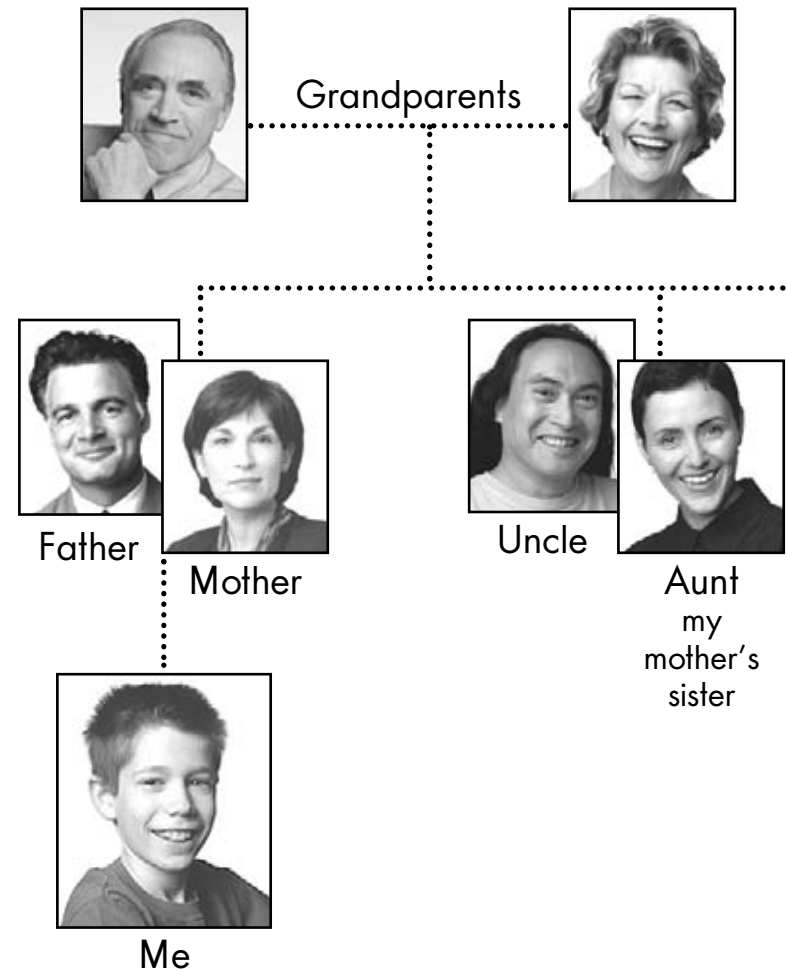
Many people do not get to know their great-grandparents.

Great-grandparents are the parents of your grandparents.

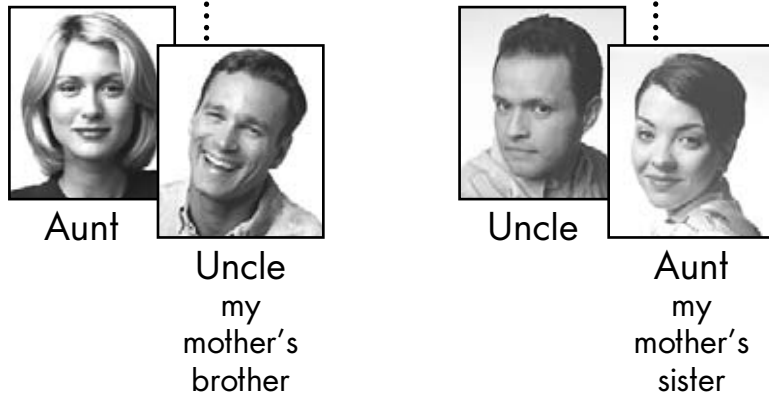


If your mother and father have brothers, these brothers are called your uncles.

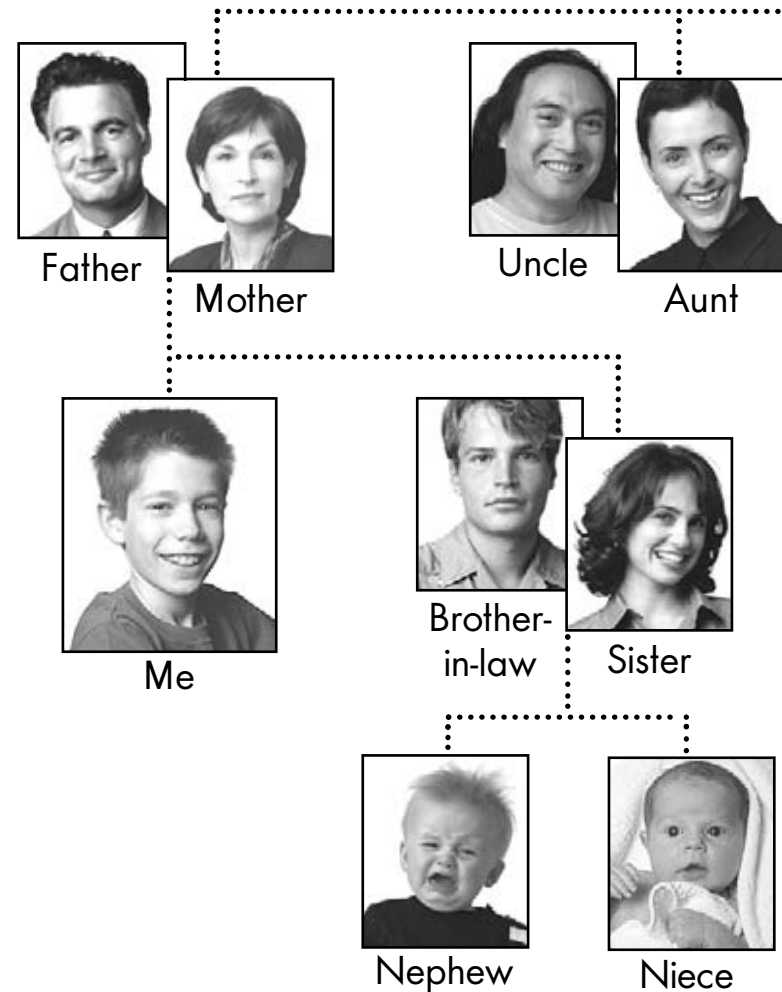
If your uncle is married, his wife is called your aunt.



If your mother and father have sisters,
these sisters are also called your aunts.
If your aunt is married, her husband
is called your uncle.

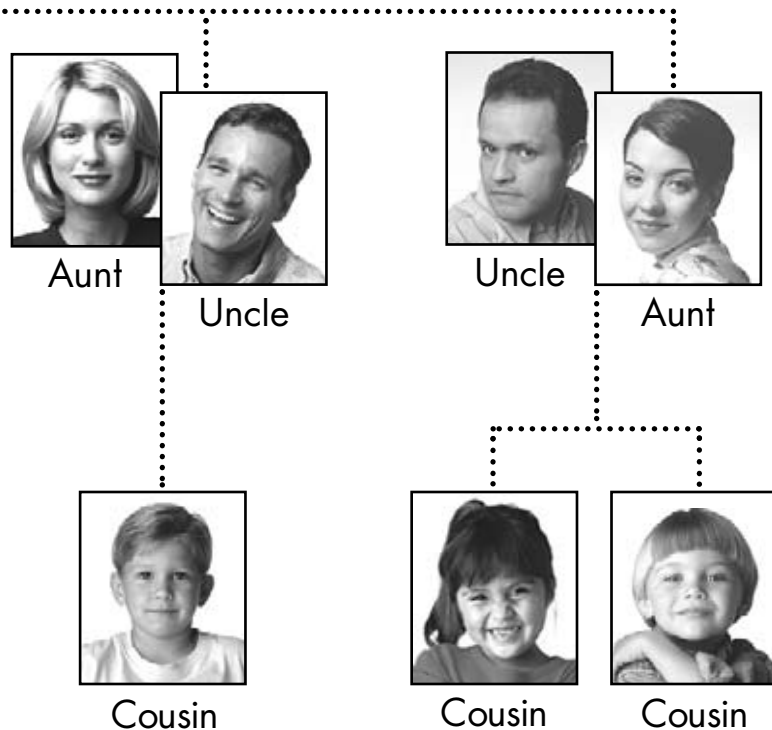


If your aunts and uncles have children,
these children are your cousins.
If you have an older brother or sister
who has children, you are an aunt
or uncle to their children.



Your brother's or sister's children who are boys are your nephews.

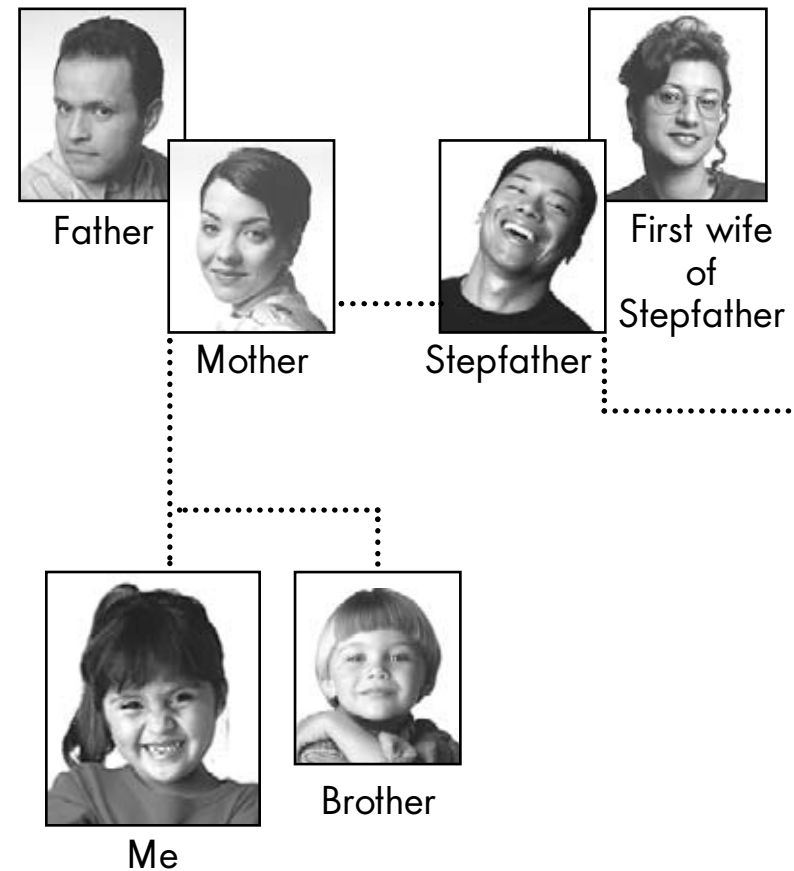
If the children are girls, they are your nieces.



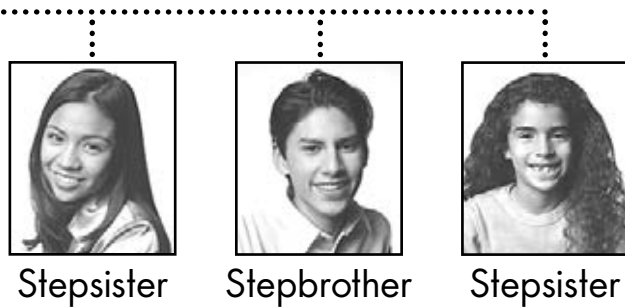
Sometimes parents get married more than once.

If your mother has a husband who is not your father, he is your stepfather.

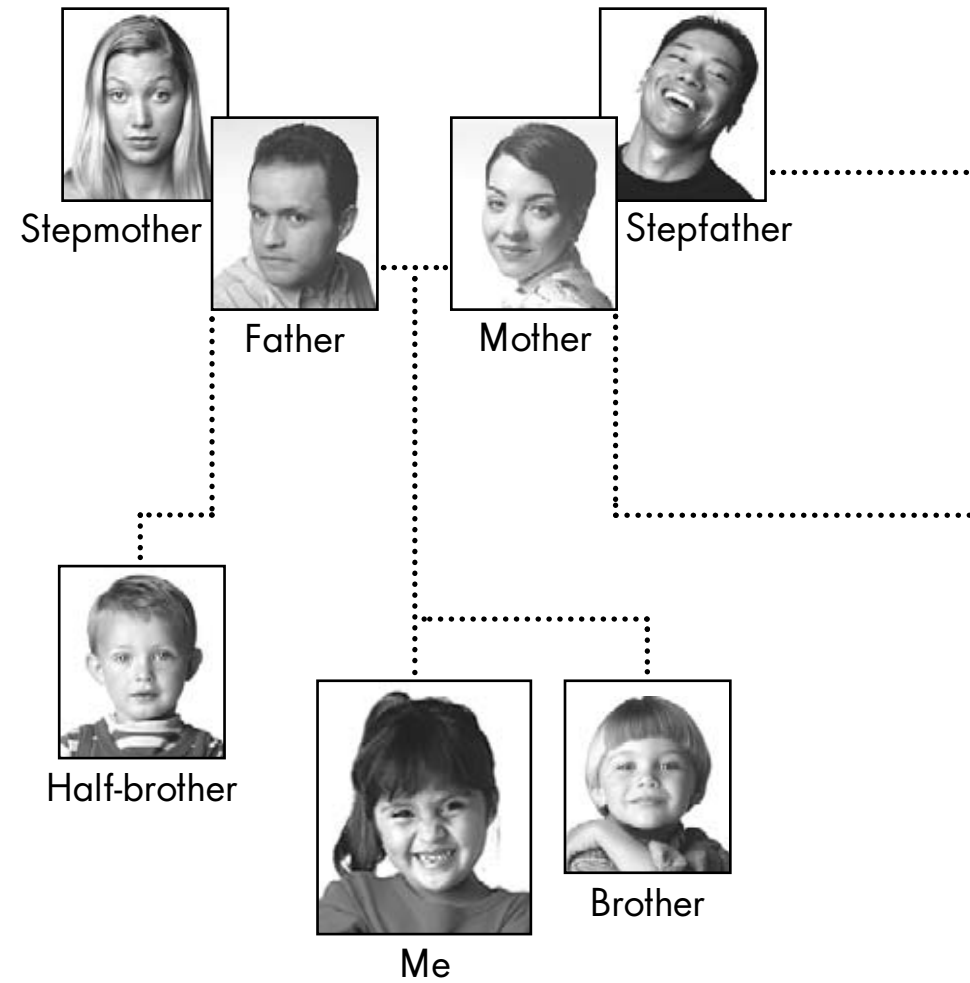
If your father has a wife who is not your mother, she is your stepmother.



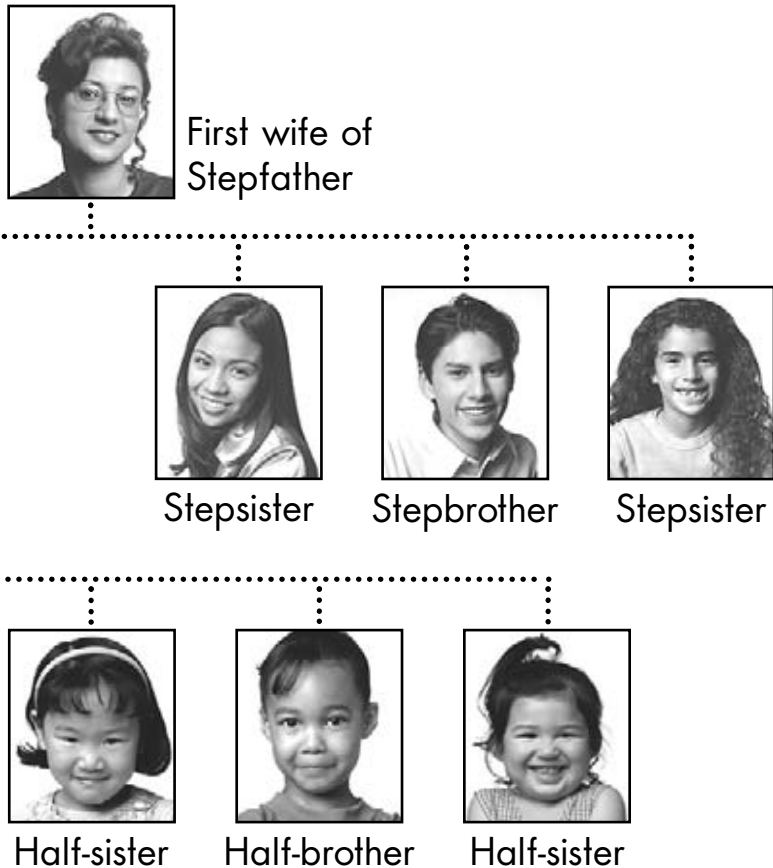
If your stepmother or stepfather have children from a previous marriage, these children are your stepbrothers or stepsisters.



If your father and stepmother have children, these children are your half-brothers or half-sisters.

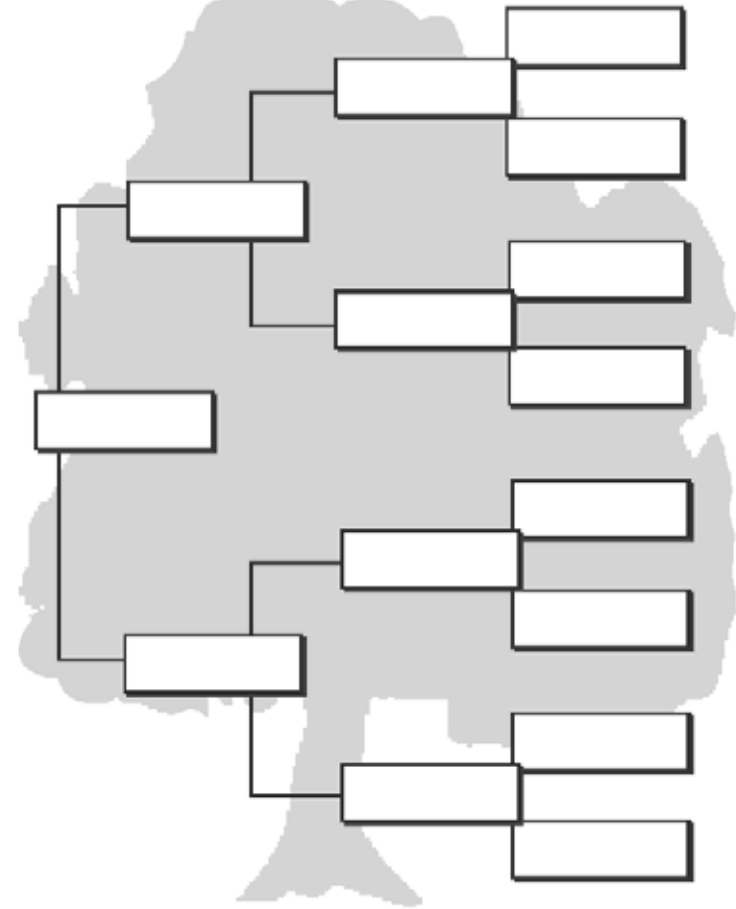


The children of your mother and stepfather are also your half-brothers or half-sisters.



Many people study the history of their family. They show the family history on a diagram called a family tree.

Family Tree Chart



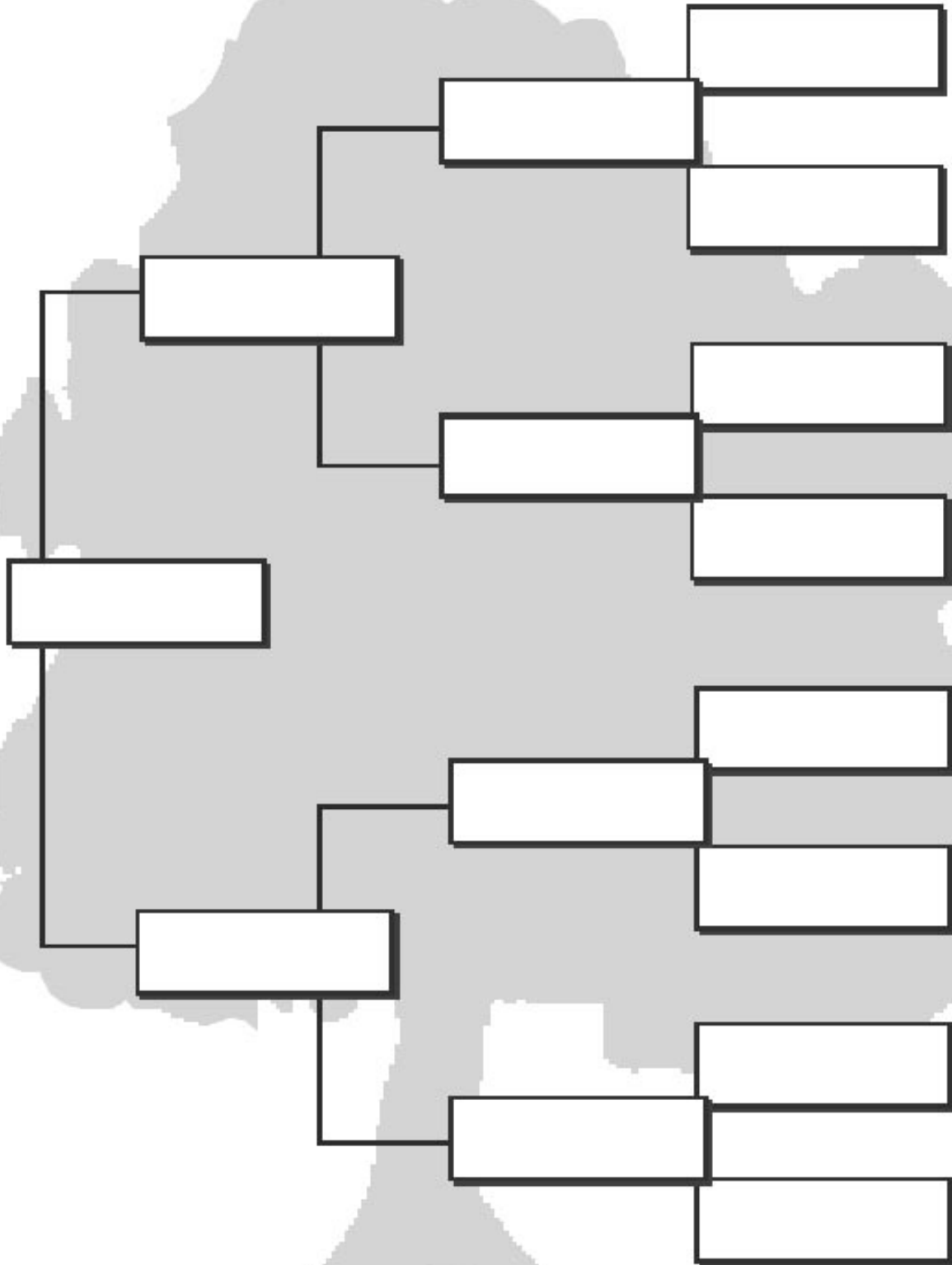
Name _____

INSTRUCTIONS: Have children create a personal family tree. How far back can you go?

Family Tree Chart

FAMILIES • LEVEL 1 • 1

SKILL: COMPREHENSION



Name _____

INSTRUCTIONS: Have children add either an s plural or an apostrophe s in the spaces to finish each sentence.

This is Morgan_____ desk.

Dave has five guitar_____.

Sally_____ house is over there.

Those grape_____ are green.

Jamie_____ dog is nice.

My father_____ brother is Larry.

Building a Bridge

A Reading A-Z Level 1 Leveled Reader

Word Count: 312




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LEVELED READER • I

Building a Bridge



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Building a Bridge



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Building a Bridge
Level I Leveled Reader
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Correlation

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DRA	16



Golden Gate Bridge, San Francisco, California

Bridges go over rivers and lakes.
They go over bays and swamps.
They go over highways and railroads.
Some even float.



Royal Gorge Bridge, Canon City, Colorado

Bridges are long and short.
They can be high above the water.
They can be near the water.
They can carry cars, trucks,
trains, and buses.
Some carry people.
Some carry water or oil.

The first bridges were made out of wood, rope, or stone. Today, most bridges are made of steel and concrete.



Sydney Harbor Bridge, Sydney, Australia

The first bridges were simple. Some were just logs placed across a stream. Some were ropes stretched across a river.



Rope bridge



Pont du Gard Aqueduct near Nîmes, France

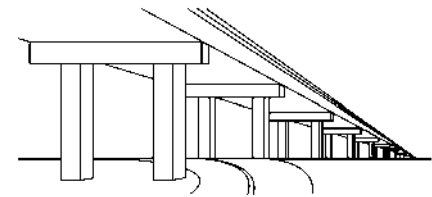
Later, stones were used to build stronger and longer bridges. In time, people were building bridges like the ones we see today. These are made of concrete and steel. They go across longer distances.

There are names for different types of bridges.

This table shows some of the types.

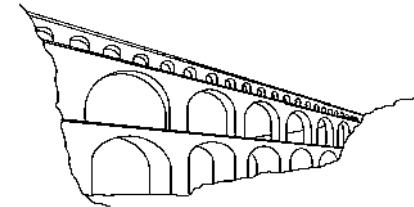
OVERPASS

A bridge over a road or railroad



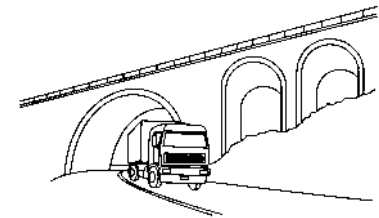
AQUEDUCT

A bridge over land used to carry water



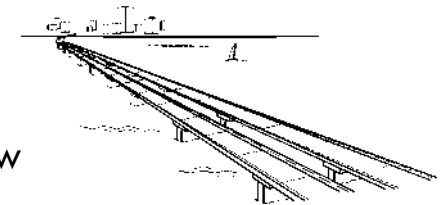
VIADUCT

A low bridge over dry land or a long valley



CAUSEWAY

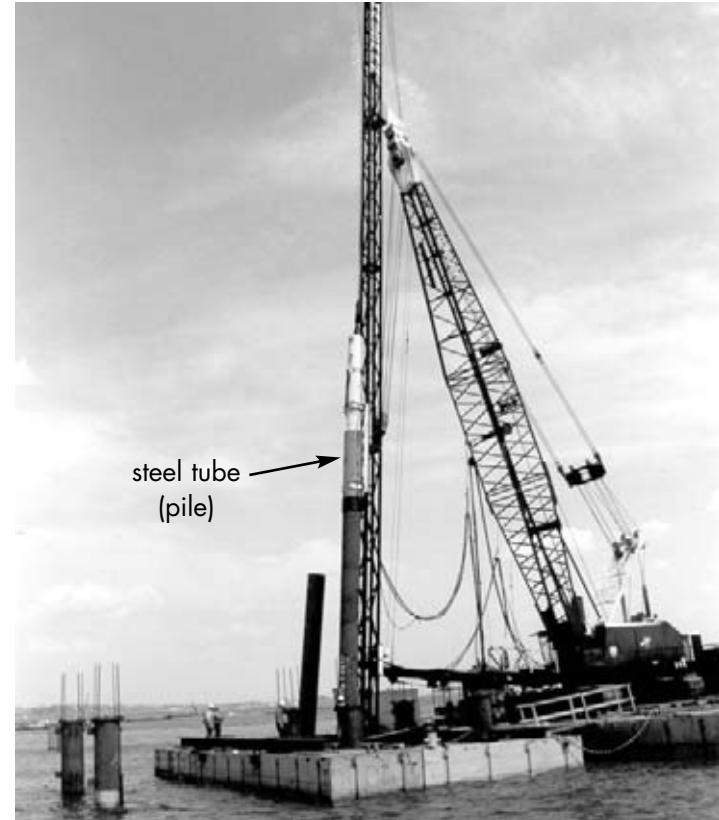
A long, low bridge over a swamp or shallow body of water





The Clark Bridge over the Mississippi River at Alton, Illinois. The following pages show this bridge being built.

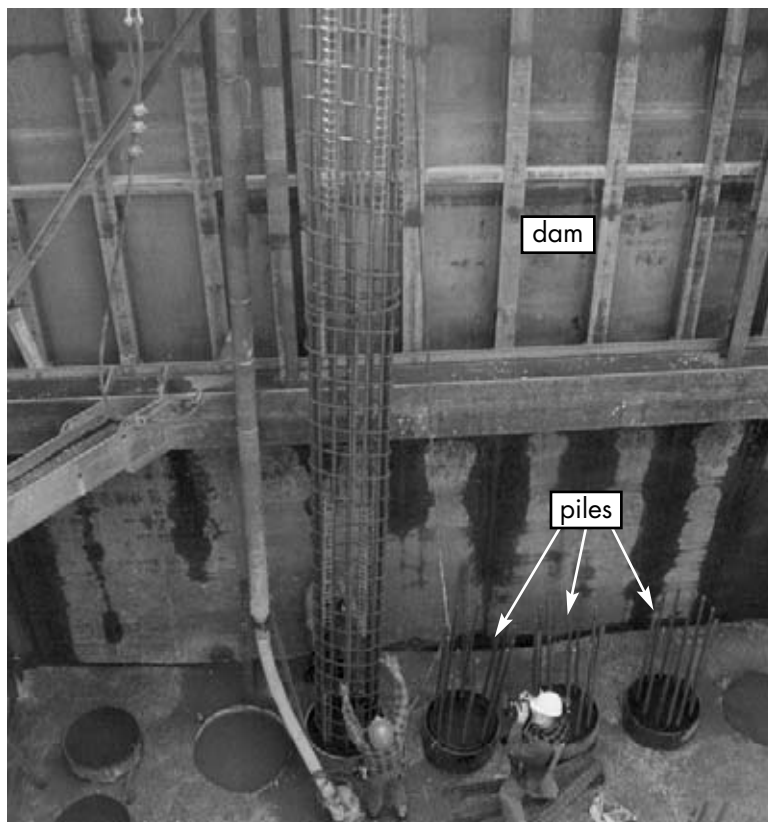
Building bridges is a big job.
 It can take many years.
 It can cost millions of dollars.
 It can take many workers to build
 a bridge.
 Let's look at a bridge
 being built over a river.



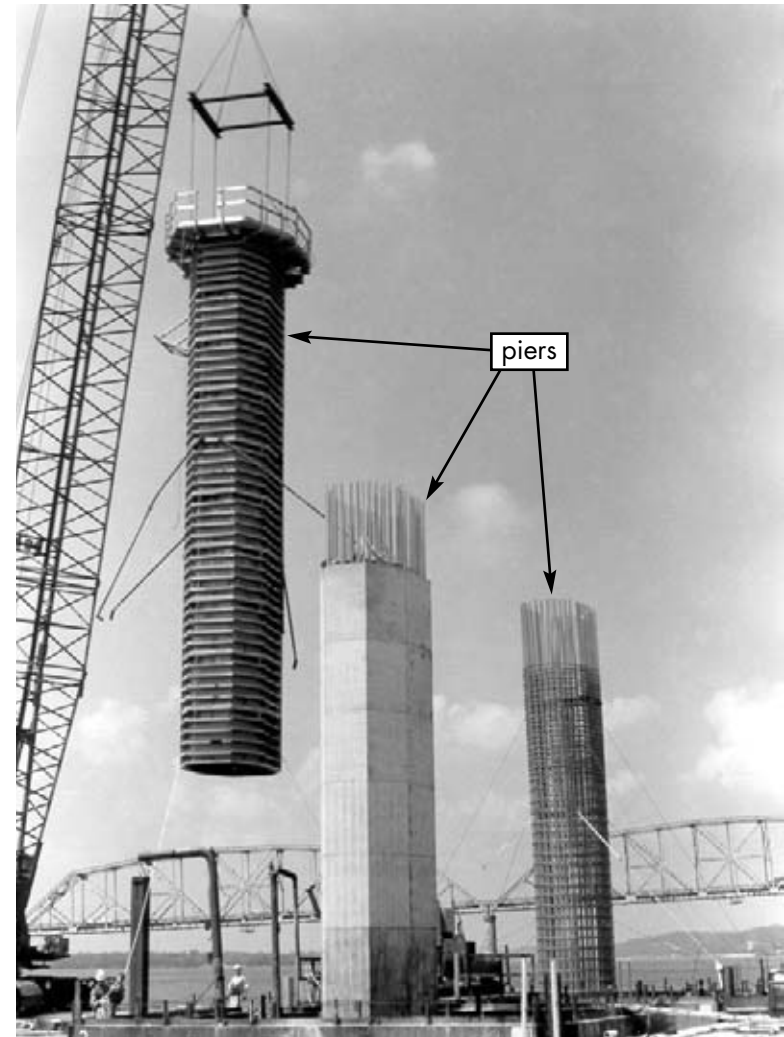
Steel tubes being hammered into the river bottom

First, workers must build supports
 under the water.
 They hammer large steel tubes
 into the river bottom.
 The tubes, called piles,
 are filled with concrete.

Next, workers put supports
across the piles.
The supports are built under water
using a special dam.
A dam holds the water back.
The workers can work where it is dry.



Inside a dam



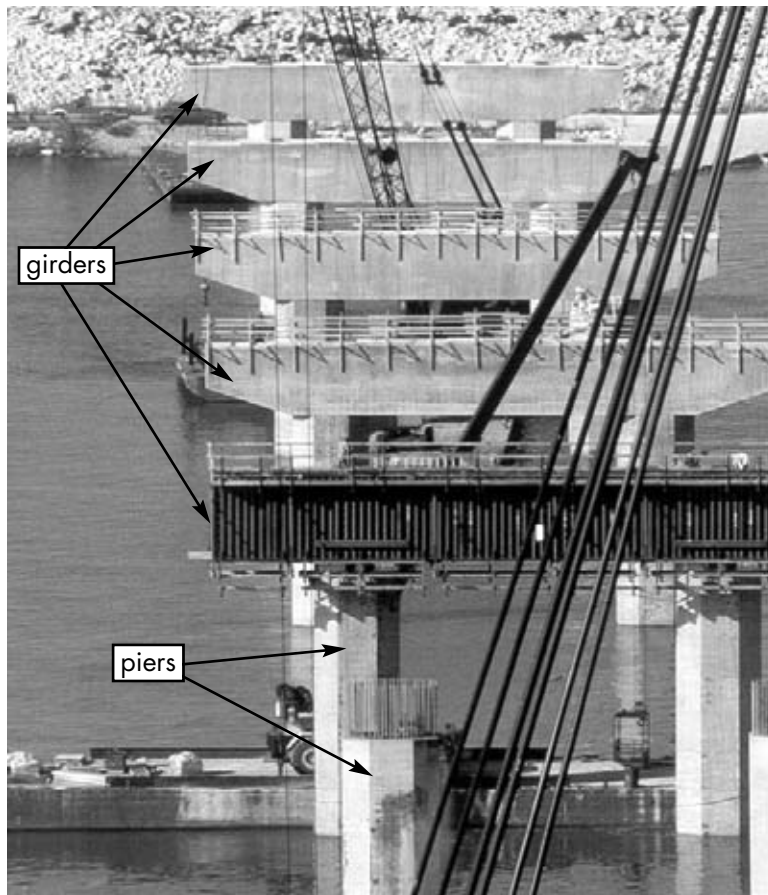
Installing bridge piers

Next, workers build piers.
They are like the legs on a table.
They will hold up the bridge.

Then caps are put on the tops of the piers.

Concrete pieces, called girders, are put between two piers.

The girders hold up the roadway.



Cap being put into place



Workers pour concrete over the steel bars.

Steel bars are placed between the girders.

The steel bars make the concrete stronger.

Concrete is poured over the steel bars.

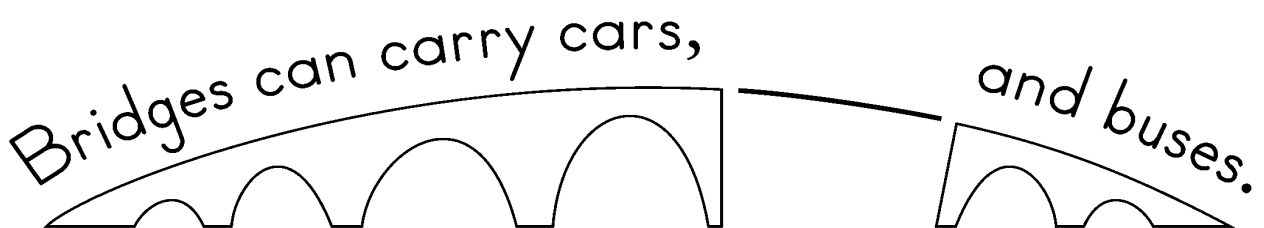
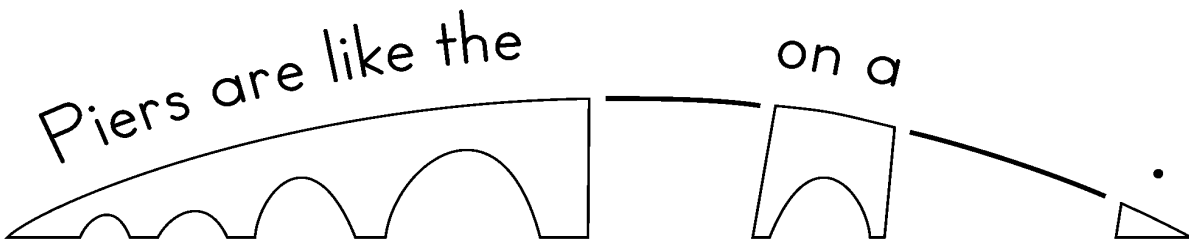
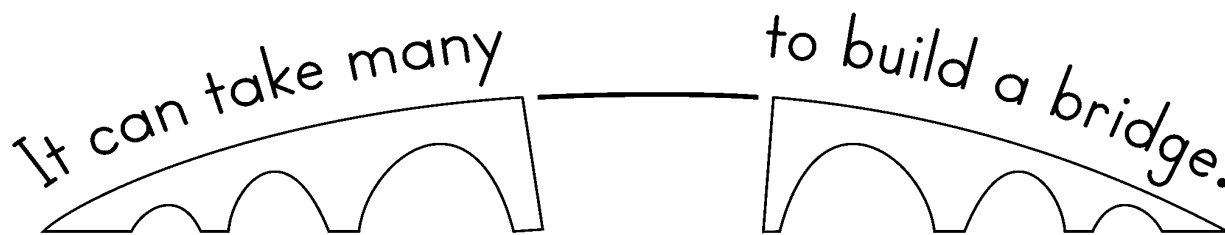
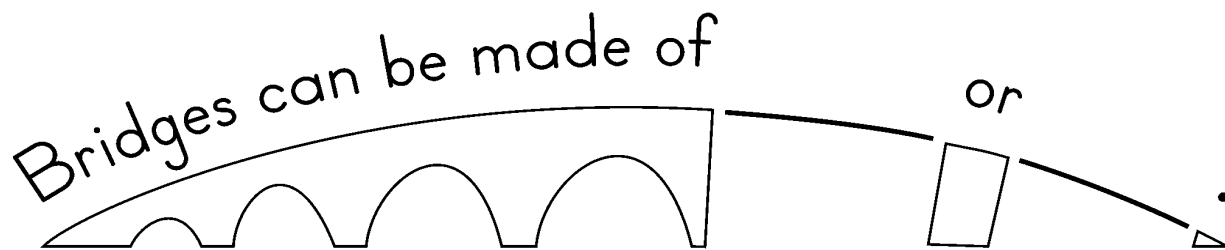
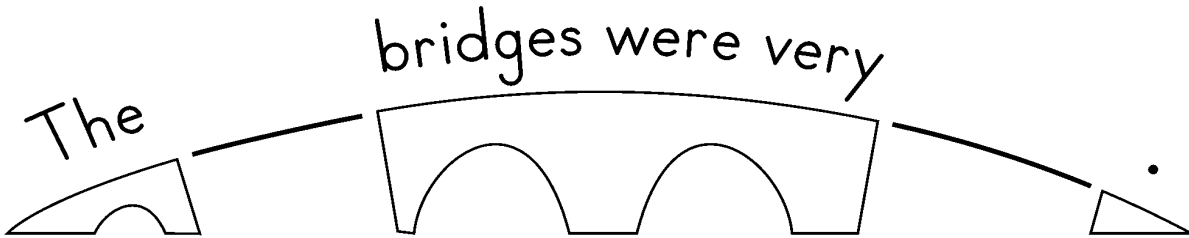
The concrete gets hard.

Finally, the new bridge is ready for traffic.

Name _____

INSTRUCTIONS: Have children choose words from the word box to complete the word bridges.

trucks	years	first	simple
stone	table	wood	legs



Name _____

INSTRUCTIONS: Have children write each word in the tool box with the correct number of syllables on it.

deep

even

highways

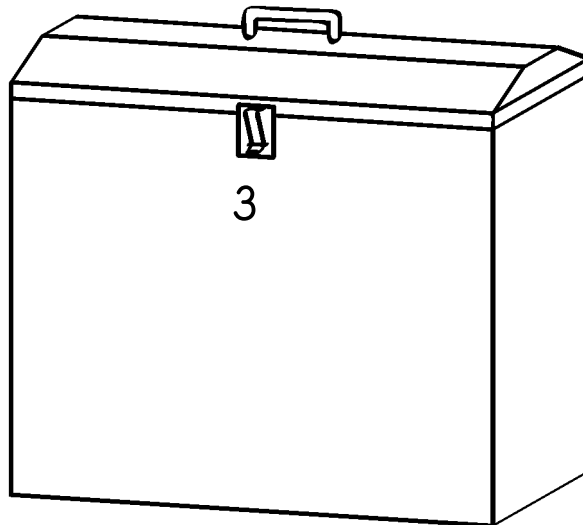
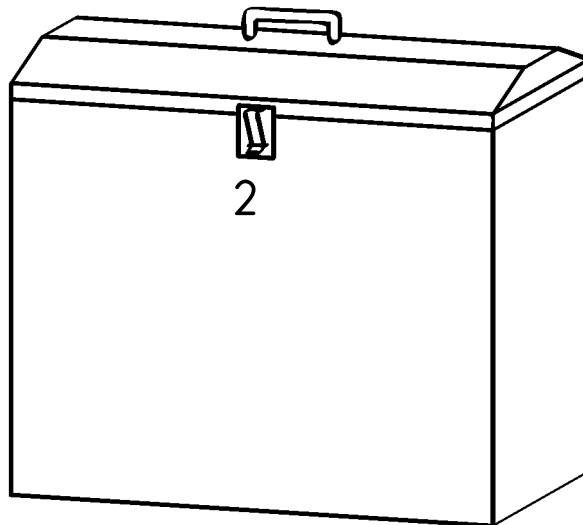
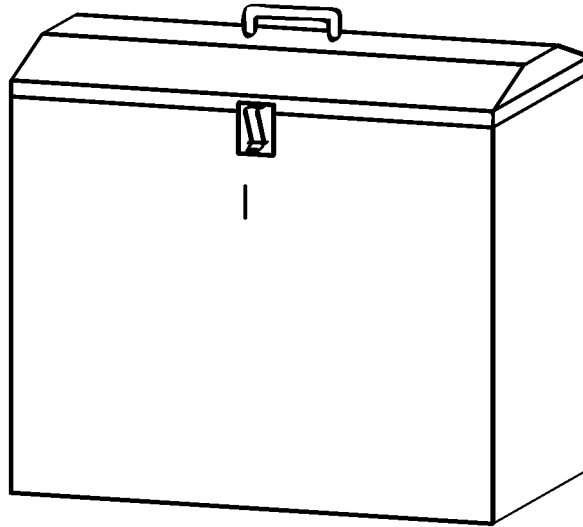
overpass

oil

aqueduct

swamp

water



LEVELED READER • I

Healthy Me



Written by Kira Freed • Illustrated by Angela Kamstra

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Healthy Me

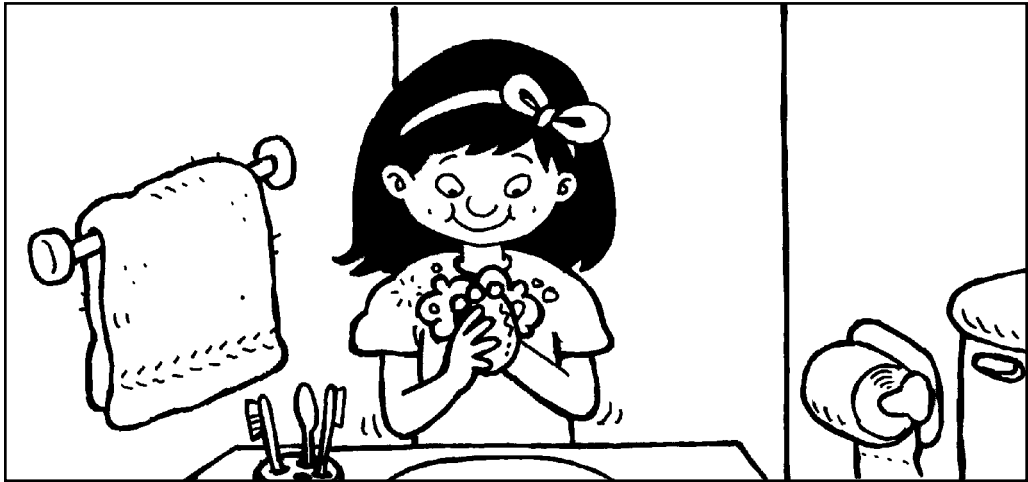
A Reading A-Z Level I Leveled Reader • Word Count: 319



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Healthy Me



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16	DRA
15	Reading Recovery
1	Fountas & Pinnell

LEVEL I
Correlation

Healthy Me
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I like being healthy.

When I am healthy, I feel good.

I am in a better mood, and I have more energy.

I do many things to stay healthy.

3

I like to be active and move my body.
I run, swim, and ride my bike.
I take walks with my big brother, Bill, and our dog, Wilbur.

4





I like to play sports.

Soccer is my favorite game.

I also take hikes in the woods with my family.

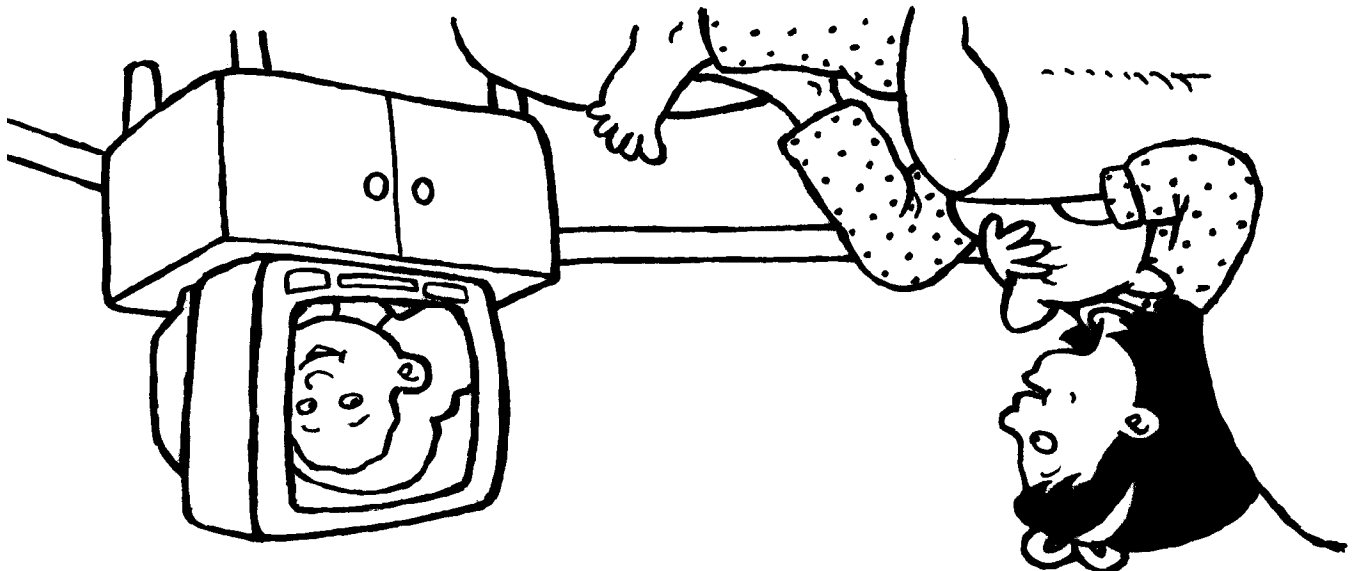
5

9

I get up and move around.

I like computer games, but I don't play them for hours.

I like television, but I don't watch it for hours.





Eating well gives me energy.

I eat a good breakfast.

If I skip breakfast, I don't think very well.

7

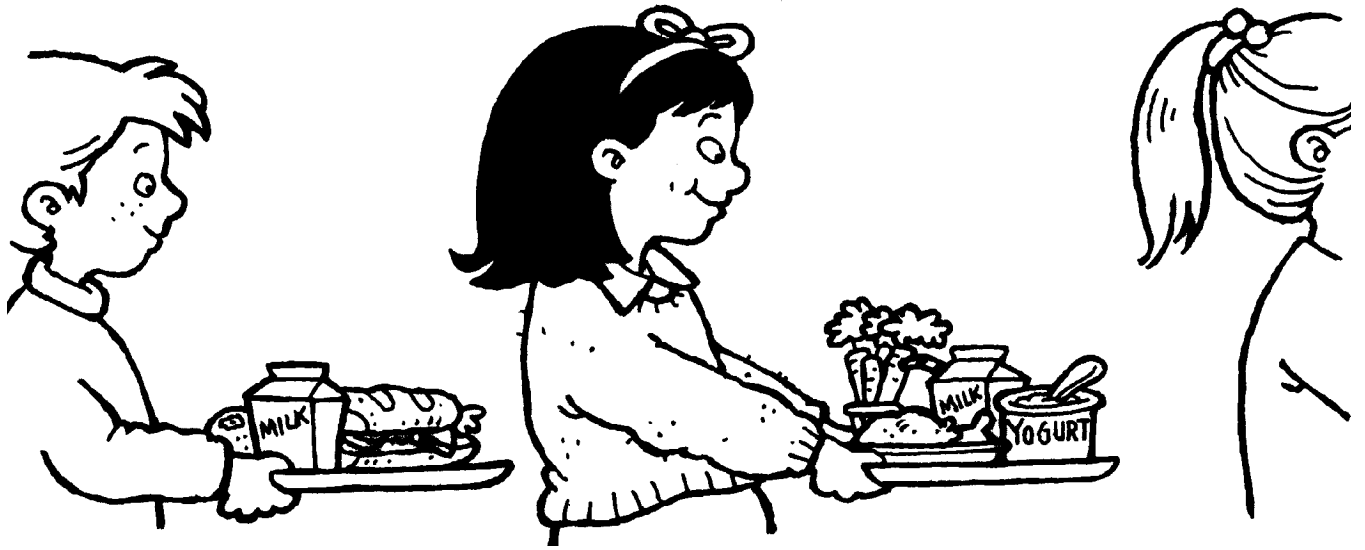
I drink lots of milk and water.

Peanut butter and jelly is my favorite sandwich.

I eat a good lunch at school.

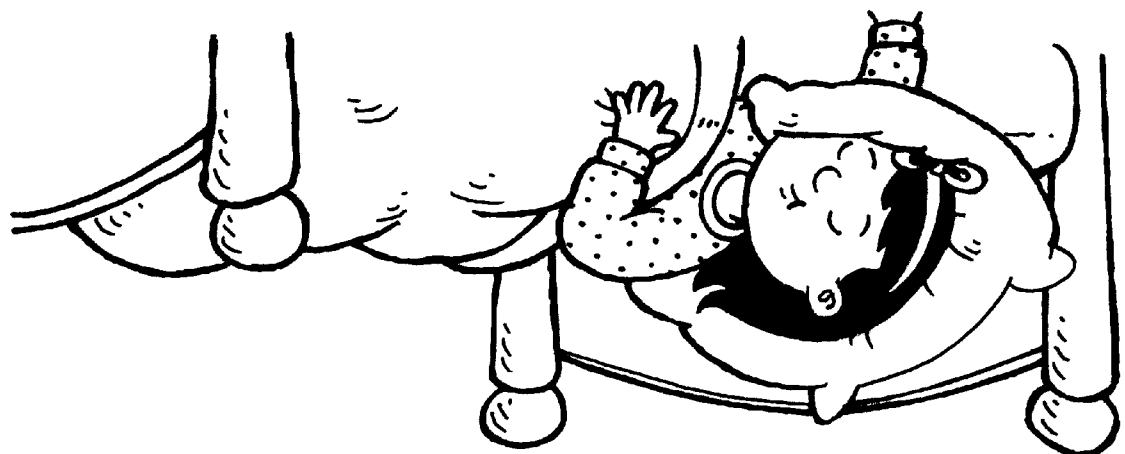
8





My favorite food is pizza.
I also like healthy foods such as apples,
carrots, chicken, and yogurt.

9



I get plenty of rest.
I go to bed earlier on school days.
And I get up earlier on school days.
My dad says I need 11 to 12 hours of sleep
each day because I am growing.

10



I keep my body clean to stay healthy.

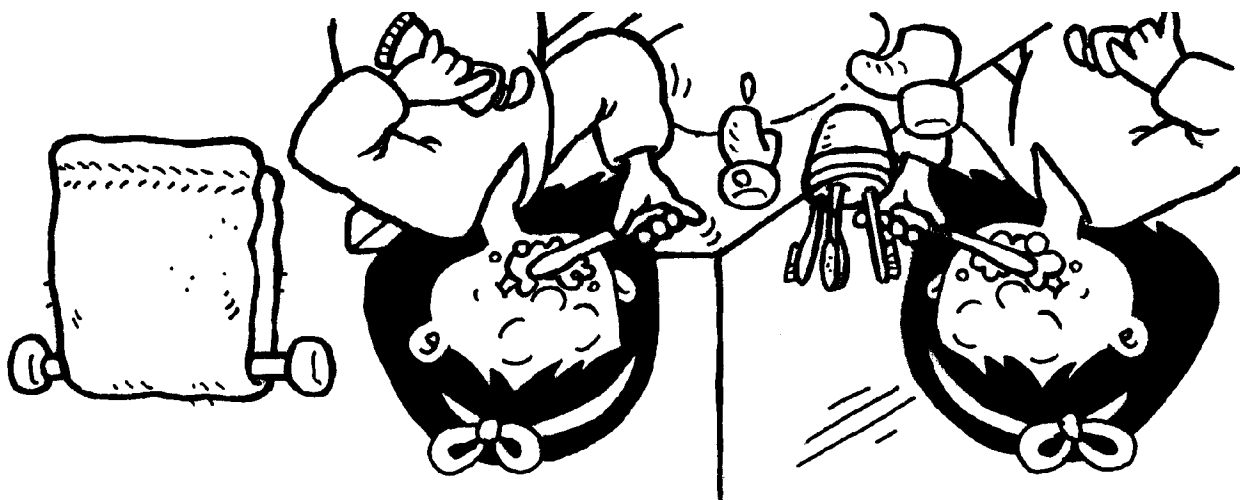
I wash my hands before eating and after going to the restroom.

Washing keeps germs from getting into my body.

11

I brush my teeth three times a day.
Brushing kills germs that cause cavities.
I also take baths and showers.
And I brush my hair to keep it healthy.

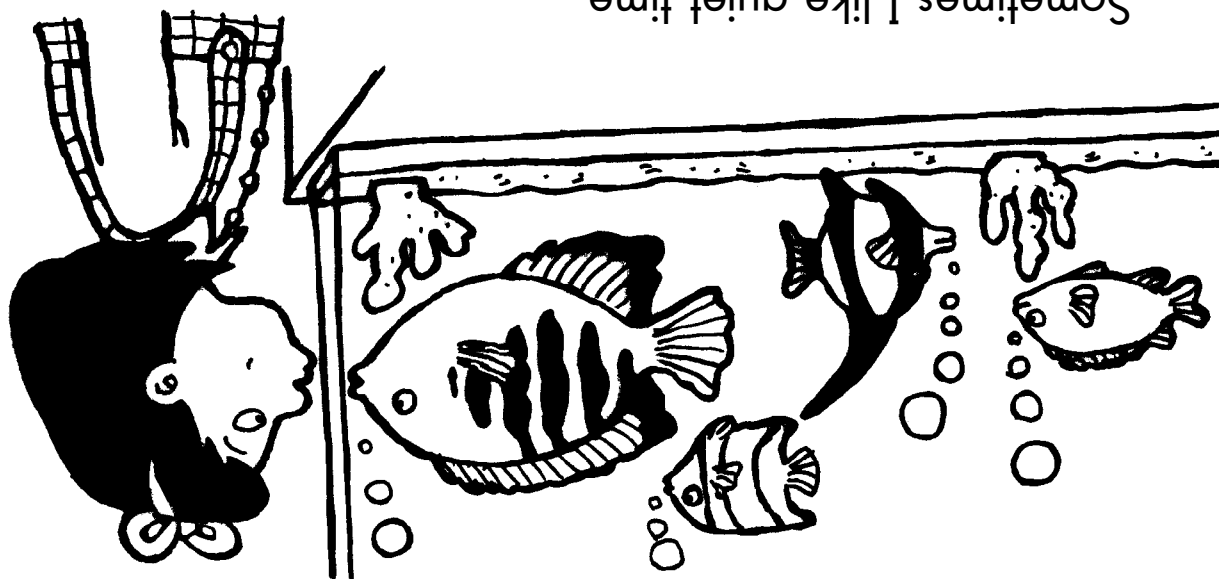
12





I have many kinds of feelings.
 Some are happy, and some are sad.
 Laughing makes me feel better.
 When I have sad feelings, I feel better
 when I talk about them with Bill, Mom, or Dad.

13



Sometimes I like quiet time.
 When I do, I watch my tropical fish.
 I imagine that I am floating through water
 just like my pet fish.

14

Name _____

INSTRUCTIONS: Have children complete the paragraph by comparing themselves to the girl in the story.

The girl in the story and I are similar in several ways.

First of all, she likes to _____

and I like to _____

_____.

The girl likes to eat _____

and I like to eat _____

_____.

Finally, both of us _____

and _____

_____.

Name _____

INSTRUCTIONS: Have children add *er* to each word and then write a sentence using the new word.
Remind them to change the *y* to an *i* before adding *er*.

happy _____

funny _____

sunny _____

silly _____

dry _____



A Visit to the Zoo

A Reading A-Z Level I Leveled Reader

Word Count: 328

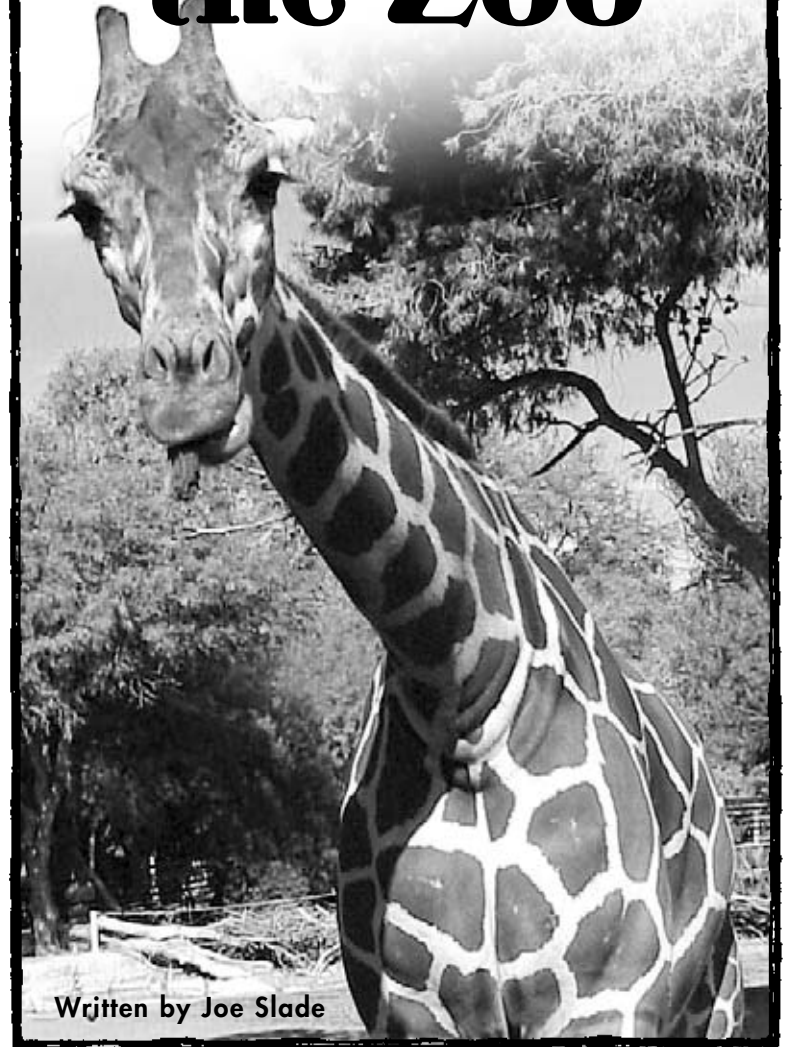


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A Visit to the Zoo

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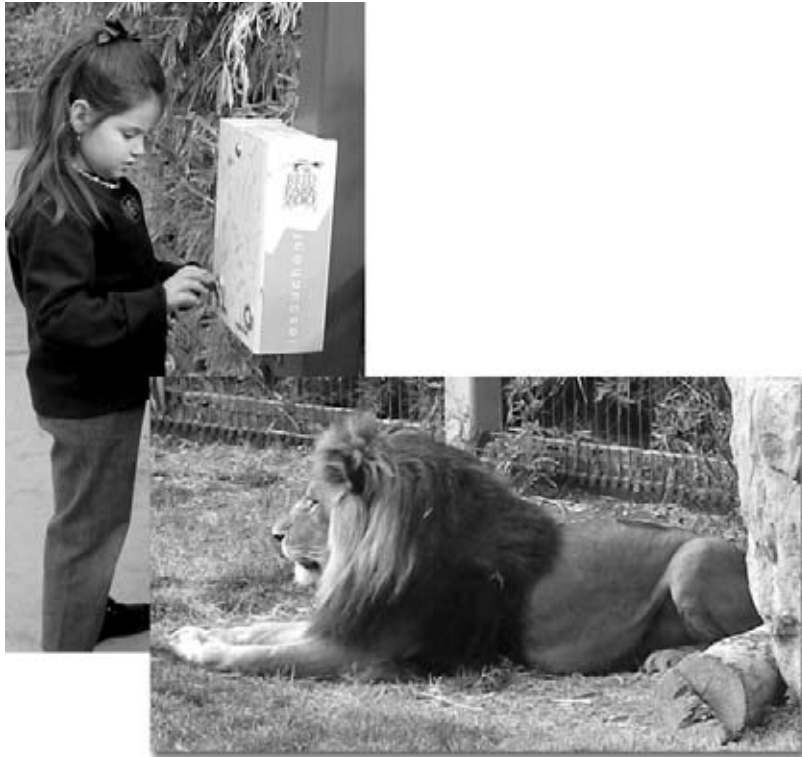
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Reading Recovery	15
DRA	16



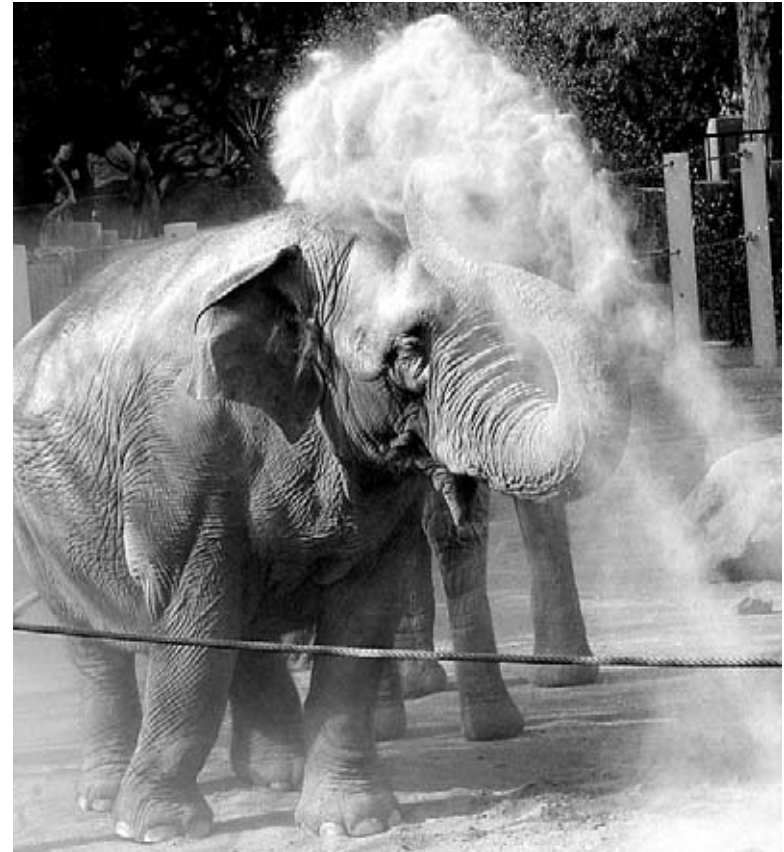
Fran and Danni are sisters.
Fran is nine years old,
and Danni is seven.
They are visiting the zoo
with their aunt.



The first animal they see
is a beautiful lion.
The lion is happy.
She is not in a cage.
She has a huge home at the zoo.



A colorful box is near each animal.
When Danni turns a key,
she hears a voice.
The voice says:
"The male lion has a large mane.
The female lion is called a lioness.
The lioness doesn't have a mane."



Next, they visit the elephants.
There are two kinds of elephants.
One is the African elephant.
The other is the Indian elephant.
The Indian elephant is giving itself
a dust shower.



"The flamingo is beautiful,"
says Fran.
"Look at its long, skinny legs."



"Look at the rhinoceroses and
their pointed horns," says Danni.
"And look at their thick, wrinkly skin."



The girls are surprised to find
a school in the zoo.
“Are there teachers in the
zoo school?” asks Fran.
They go into the school to find out.



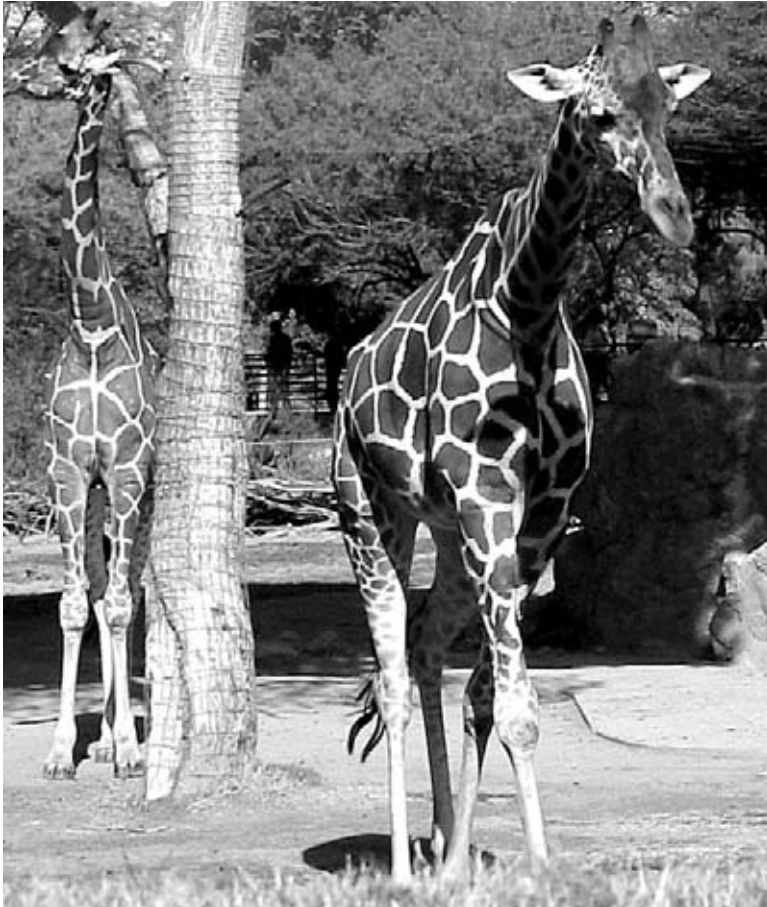
There are volunteers
inside the school.
They teach children
about the animals.
This boy is learning about ferrets.



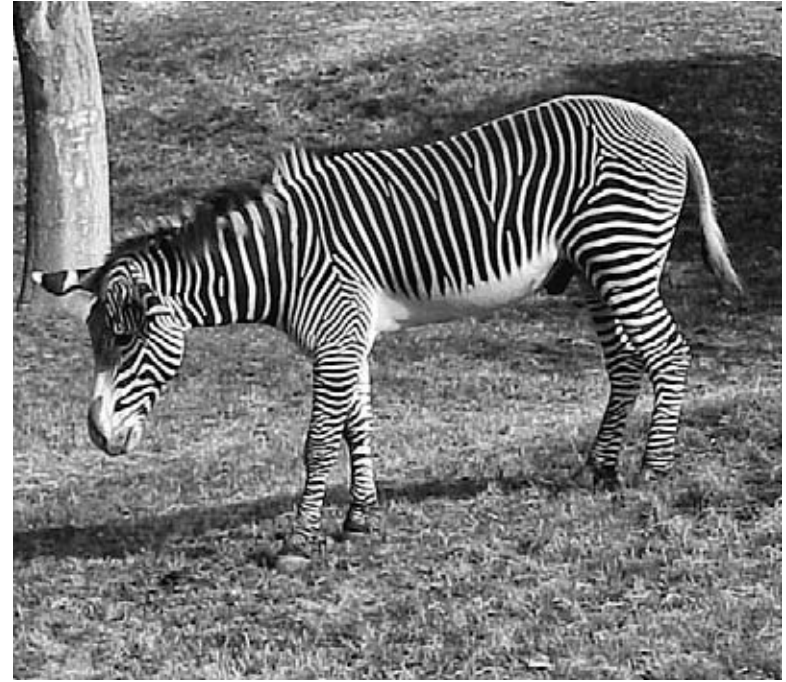
After leaving the school,
the girls visit the mandrill baboon.
He has colorful cheeks.
Danni says, "The baboon is
my favorite animal."



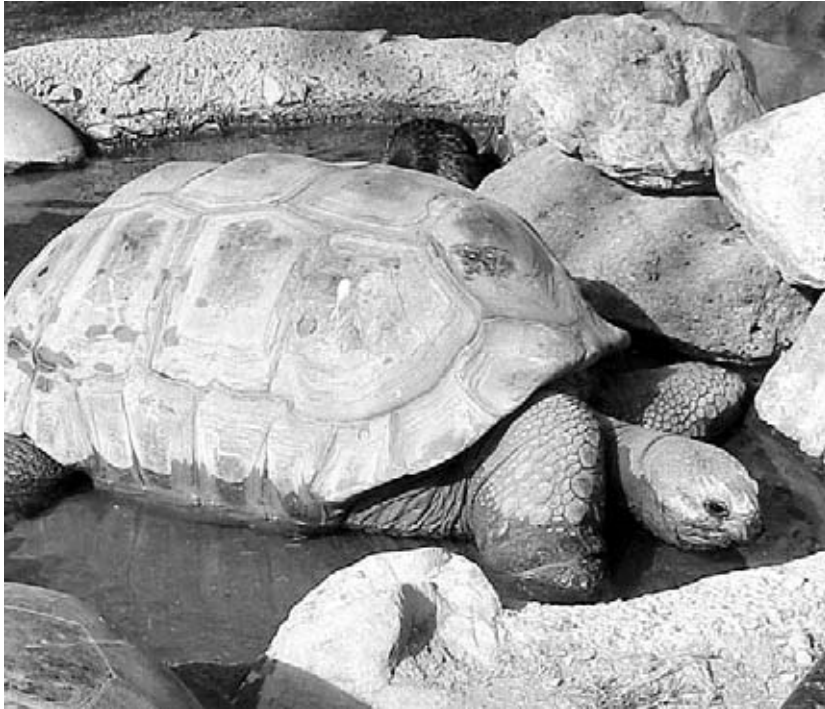
Danni finds a water fountain.
"Which is your favorite animal?"
asks Danni.
"You'll have to guess," says Fran.



"I think your favorite is the giraffe,"
says Danni.
"I like giraffes," says Fran.
"But they're not my favorite."



"The zebra looks like he's wearing
pajamas," says Danni.
"Zebras must be your favorite."
"No they aren't," says Fran.
"I give up," says Danni.
"Please tell me which
is your favorite."



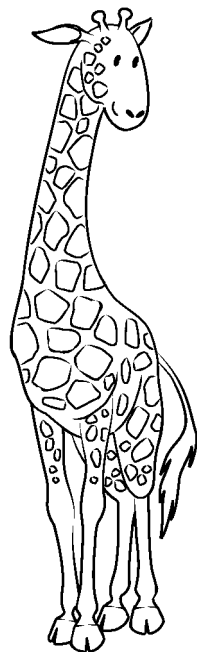
"The tortoise is my favorite."
says Fran.
"Tortoises are cute.
They carry their houses
on their backs."



The sisters are tired and thirsty.
They enjoy drinks and treats.
They had fun on their visit
to the zoo.
They had fun learning about
the animals.

Name _____

INSTRUCTIONS: Have children write a number 1-10 next to the animal in sequence as it appears in the book.



Elephants

Ferret

Flamingo

Giraffe

Lion

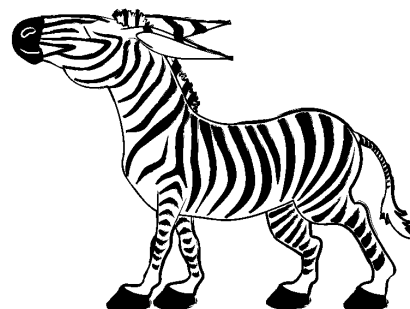
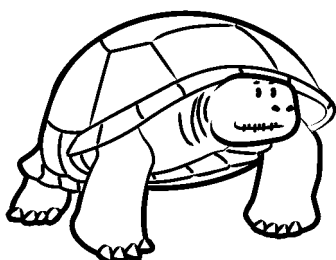
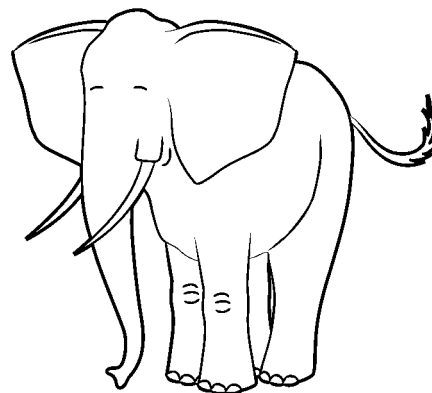
Lioness

Mandrill baboon

Rhinoceroses

Tortoise

Zebra



Name _____

INSTRUCTIONS: Have children add quotation marks to the following sentences.

Do you want to go to the zoo? asked Danni.

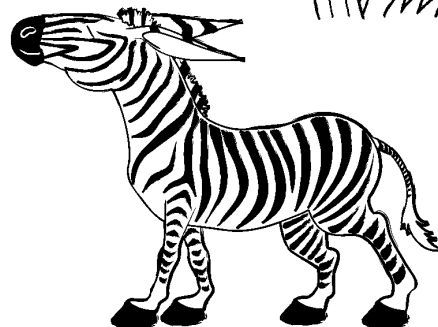
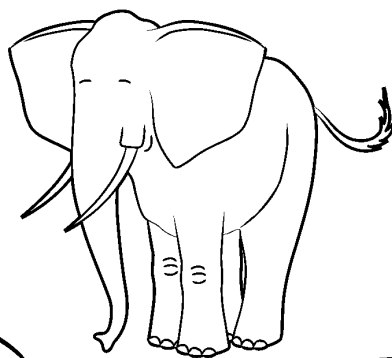
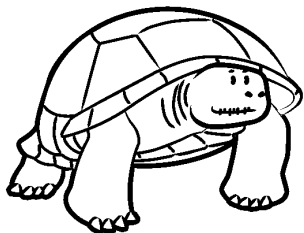
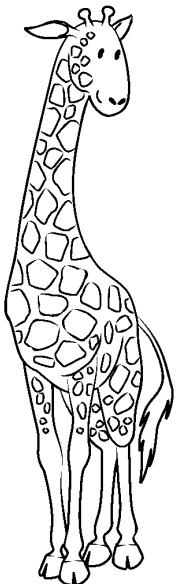
Which animal is your favorite? asked Fran.

A voice said, The male lion has a large mane.

The flamingo is beautiful, said Fran.

Danni said, You'll have to guess.

The baboon is my favorite animal, said Danni.



LEVELED READER • I

Life at the Pond

Written by Bea Silverberg

www.readinga-z.com

Life at the Pond

A Reading A-Z Level I Leveled Reader • Word Count: 342



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Reading Recovery	15
DRA	16

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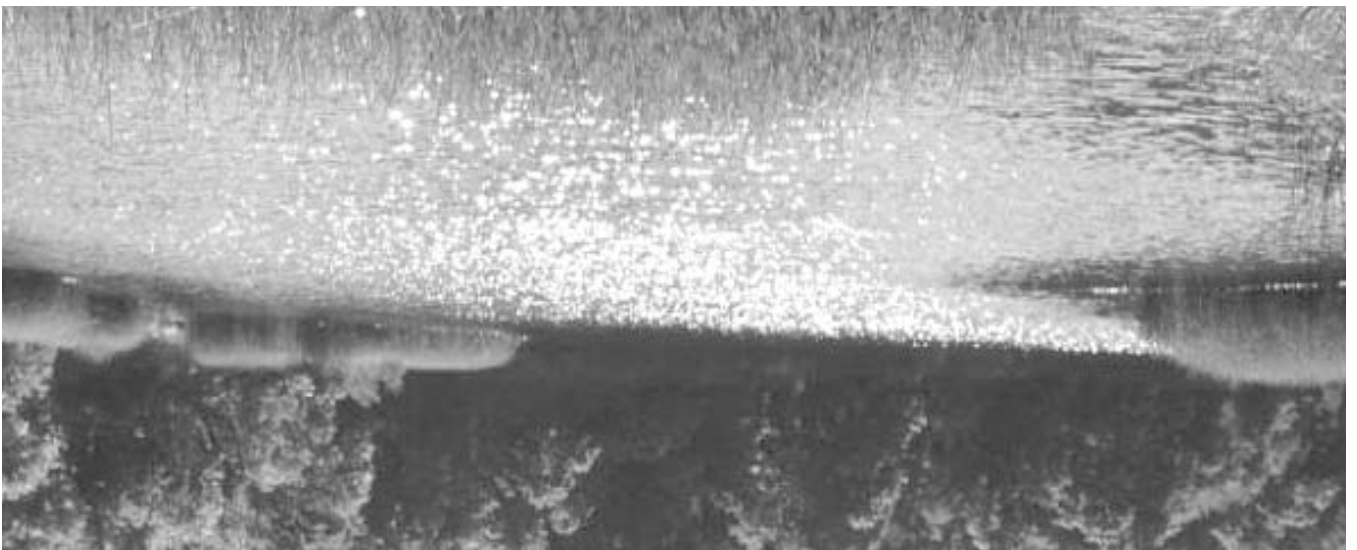


The pond shines in the sun.
The water is quiet.
Many things live in the pond.

3

The pond is like a small world.
It is home to many plants and fish.
It is home to many reptiles and other animals.

4





Around the pond, ducks feed and play.
They gobble tiny plants and dive to catch small fish.
Mama duck watches her babies learn to swim.
What fun!

5

6

Big and small birds feed by the pond.
Some of them snap up flying insects.
The big blue heron spears a fish and gobbles it whole.
How yummy!



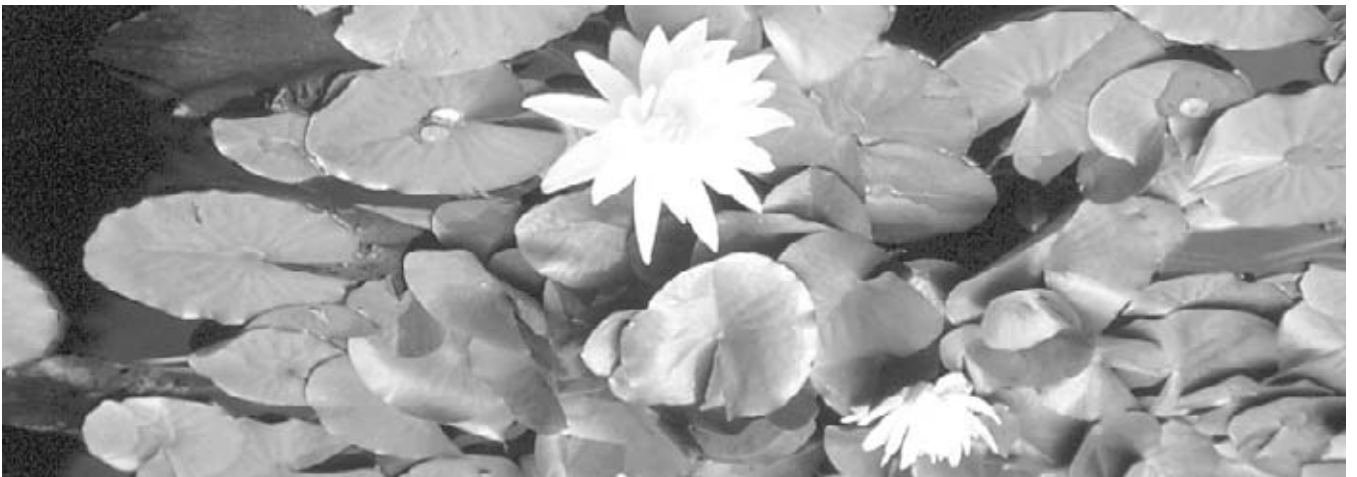


The top of the water is like a thin sheet.
Insects skate, hop, and float on it.
The water strider skates on long legs.
The springtail hops across with its tail.
Here we go!

7

Whirling beetles spin on the water.
They have eyes on each side, to look up and down.
Lily pads with pretty flowers float on top.
The roots and stems are under the water, way at the bottom.

8





Frogs begin as tiny eggs in the water.
The eggs become wiggly tadpoles,
and the tadpoles grow into frogs with legs.
They jump in and out of the water looking for food.

9

The bullfrog is one of the biggest frogs.
He makes a big splash when he jumps in.
He has a very loud croak that sounds like "Chug-a-rumm."
Chug-a-rumm!

10





What is that pile of sticks in the water?

Beavers have built a house for their family.

When the beaver swims, he smacks the water with his tail.

Smack!

11

Turtles in the pond snap up little fish to eat.
In winter, the turtles sleep down in the mud.
When it gets warm, they sun themselves
on a big log in the water.

12





Fish of many sizes and colors swim around in the pond.
 They breathe under the water.
 Down in the mud, mama fish lays eggs.
 Later on, papa fish watches the babies.

13

The pond is a small world where birds and fish,
 bugs and turtles, and many plants all live together.
 What a fun world!

14



Name _____

INSTRUCTIONS: Have children list facts about the different animals that live in and around the pond.
One example is already done.

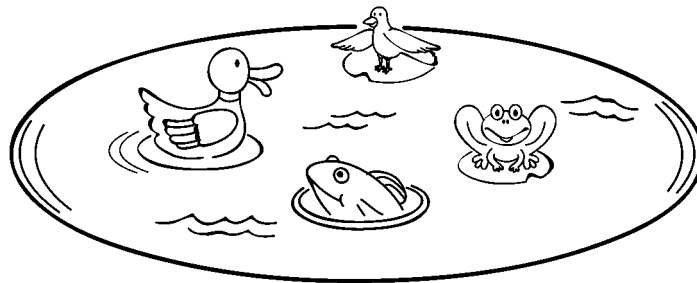
Duck

Bird

Swims on the pond

Eats tiny plants

Dives to catch fish



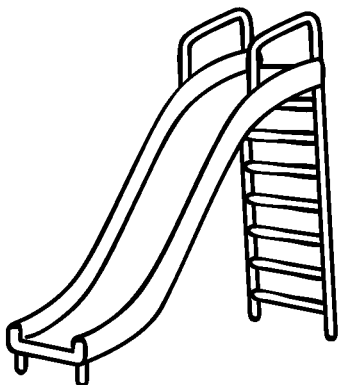
Fish

Frog

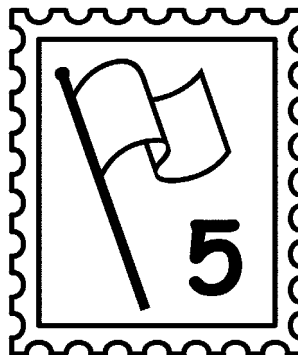
Name _____

Reading a-z

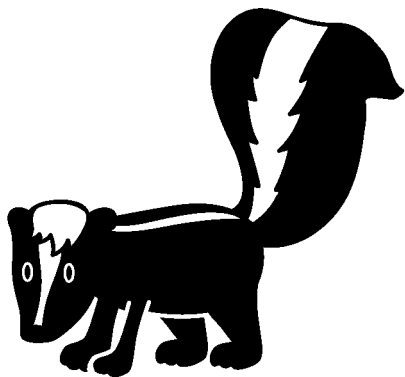
INSTRUCTIONS: Have children finish the words by writing the correct *s* blend in the blank. The pictures will give them clues. When they are finished, have them write any additional *s* blend words they can think of on the lines.



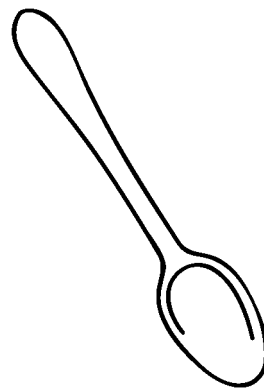
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LEVELED READER • I

Childhood Stories of George Washington



American Folktales Adapted by Katherine Follett • Illustrated by Tad Butler

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Childhood Stories of George Washington

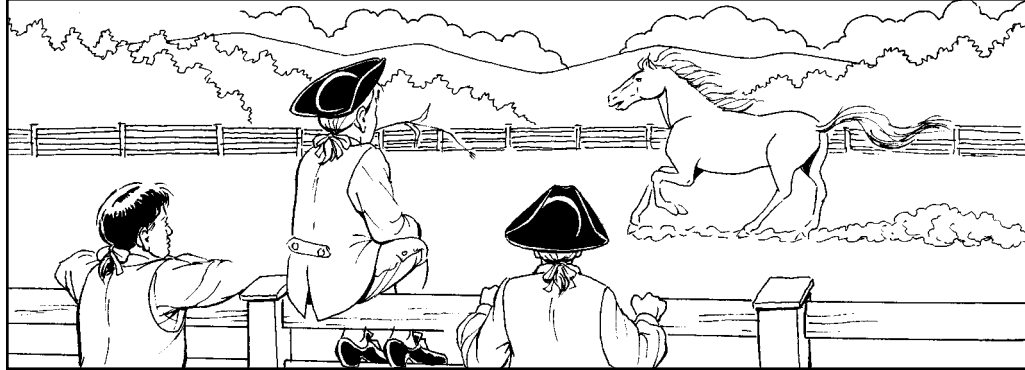
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Childhood Stories of George Washington



American Folktales Adapted by Katherine Follett
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16	DRA
15	Reading Recovery
1	Fountas & Pinnell

LEVEL I
Correlation

These stories are American folktales adapted for Reading A-Z by Katherine Follett from the original retellings by Harriet G. Reiter published in 1906.

Childhood Stories of George Washington
Level I leveled Reader
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Traduction française par Yves Tremblay

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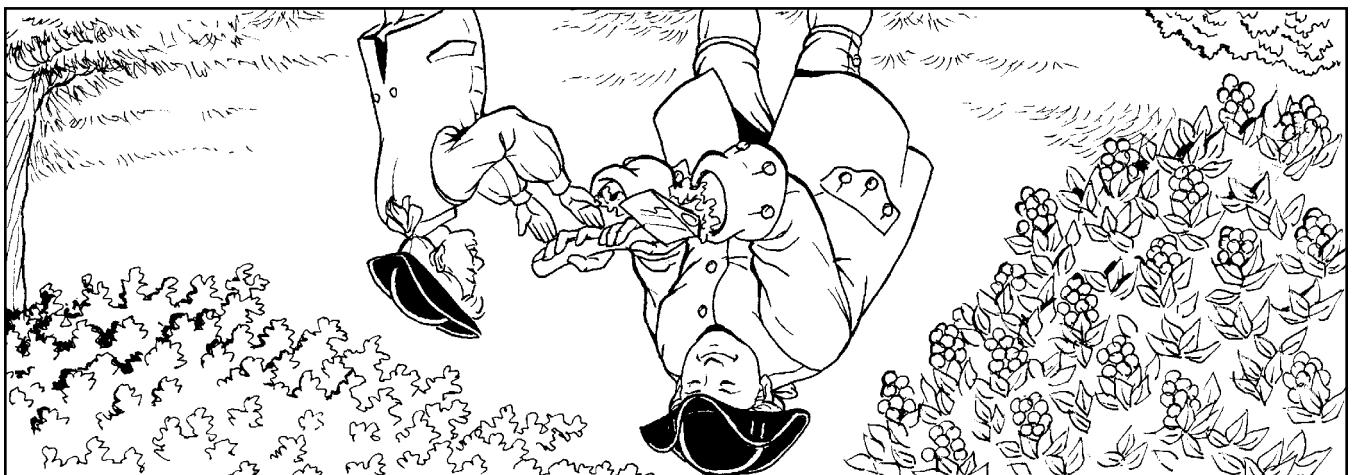


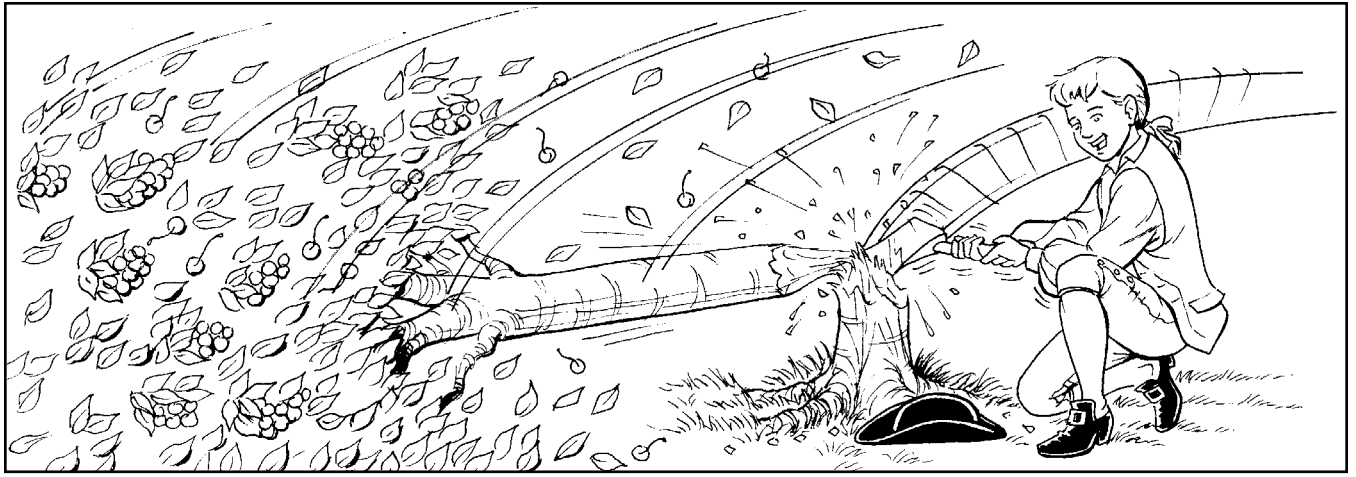
George Washington was America's first president.
You can see his picture on the dollar bill.
There are many stories about George Washington's childhood.

3

The most famous story is about a cherry tree.
One day, George's father gave him a little hatchet.
George wanted to try it out.
The trees in the woods looked too big.

4





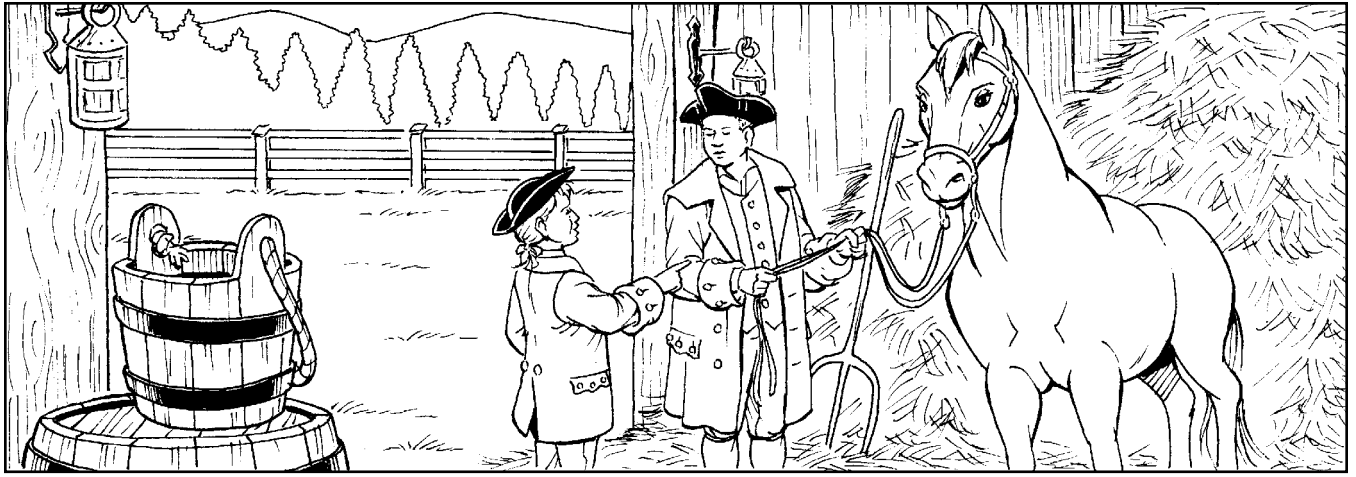
But there was a pretty cherry tree in the garden.
 George swung his hatchet.
 He chopped the tree down, crash!
 Then he went off to play.

5

George's father was very angry when he saw the tree.
 "Who cut down my beautiful tree?" he said.
 If George didn't say anything, no one would know.
 But George said, "I did, and I cannot tell a lie."

6





Another story is about a horse.

One morning, George went to the stable.

He asked the stableman to give him the best horse.

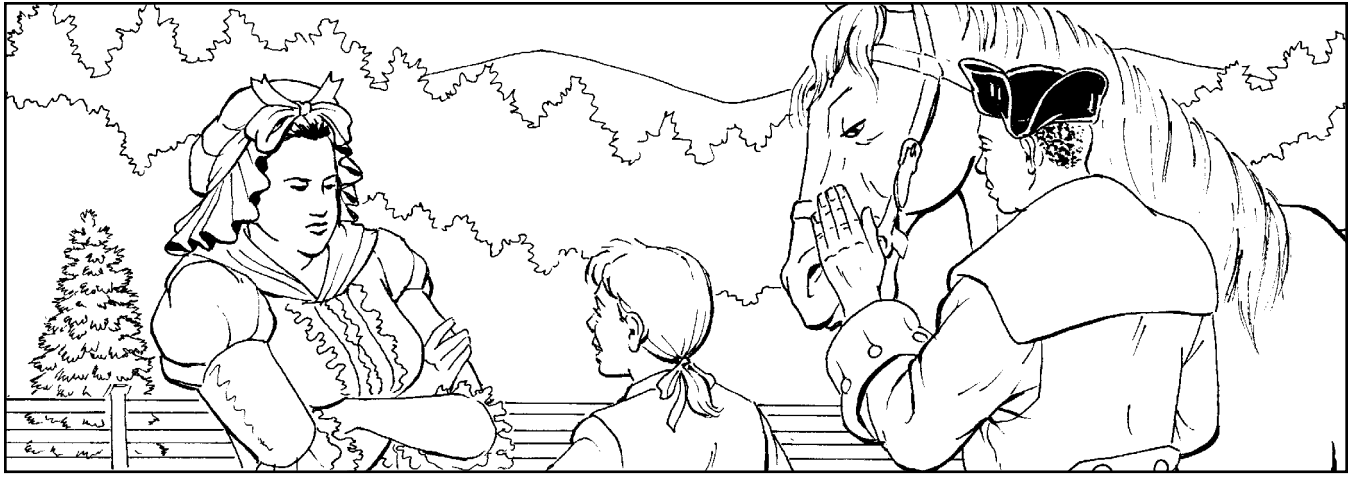
The stableman was afraid, but he gave George the horse.

7

George took the horse out.
He joined a big fox hunt.
But the horse hurt its foot.

8



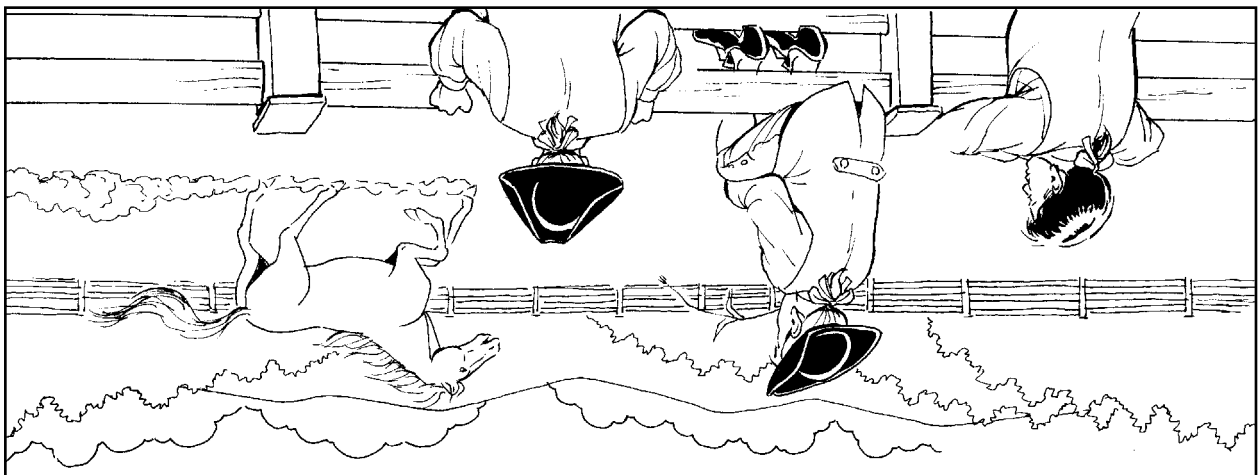


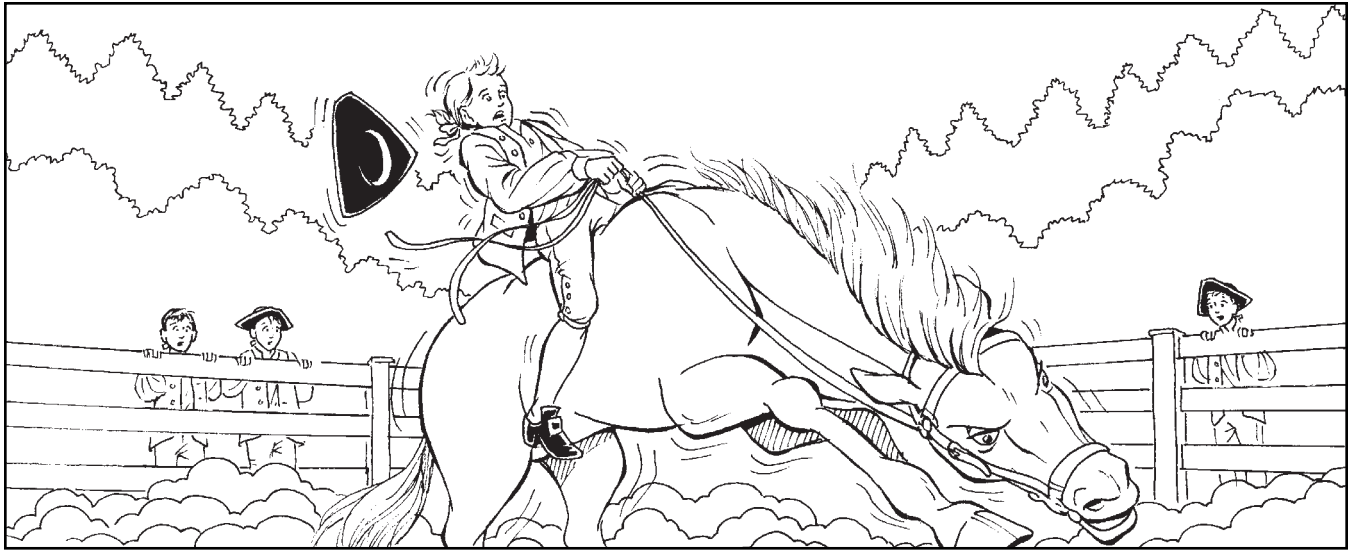
George's mother saw the limping horse.
 She got very angry at the stableman.
 She was going to punish him harshly.
 But George said, "I made him do it, Mother."

9

Here is another horse story.
 George's mother had a wild horse.
 No one knew how to ride it.
 George and his friends decided to try.

10



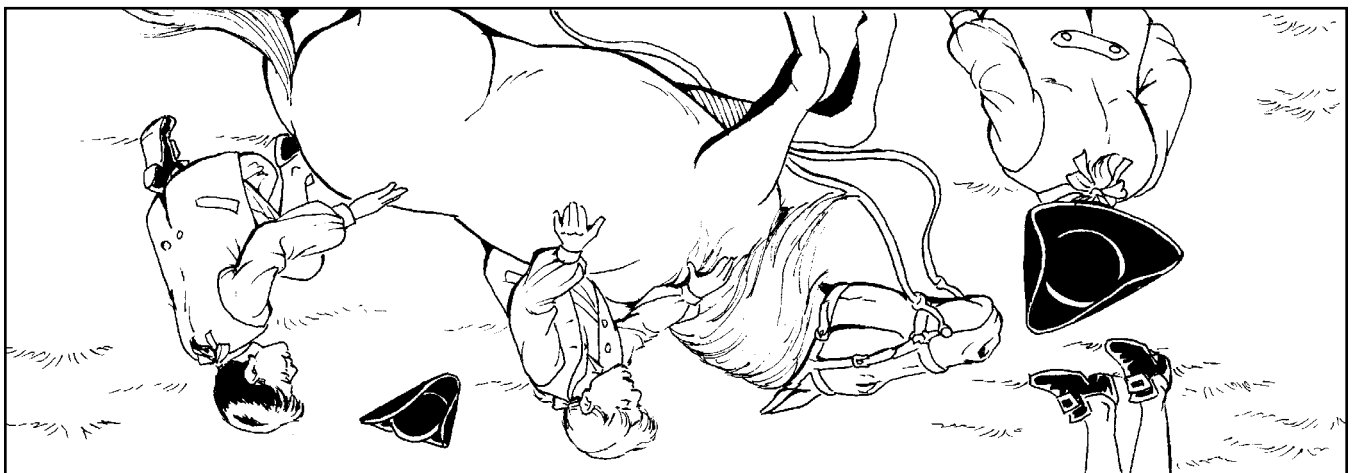


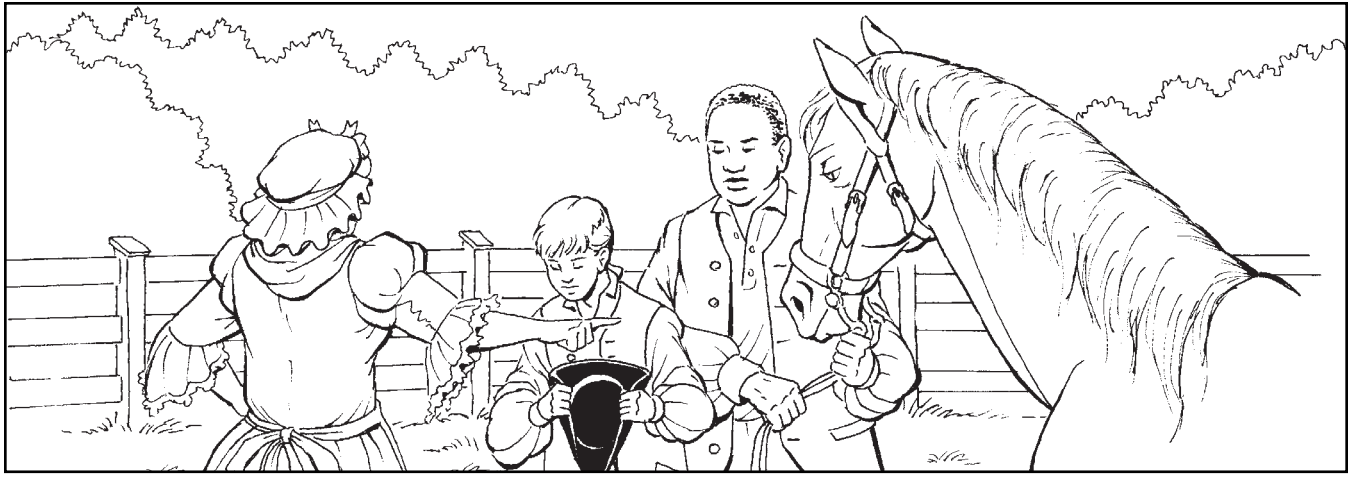
George hopped on the horse.
The horse bucked and tumbled.
George hung on tight.

11

But the horse had a bad heart.
The horse fell over and couldn't get up.
George and his friends were very upset.
They didn't want to hurt the horse.

12



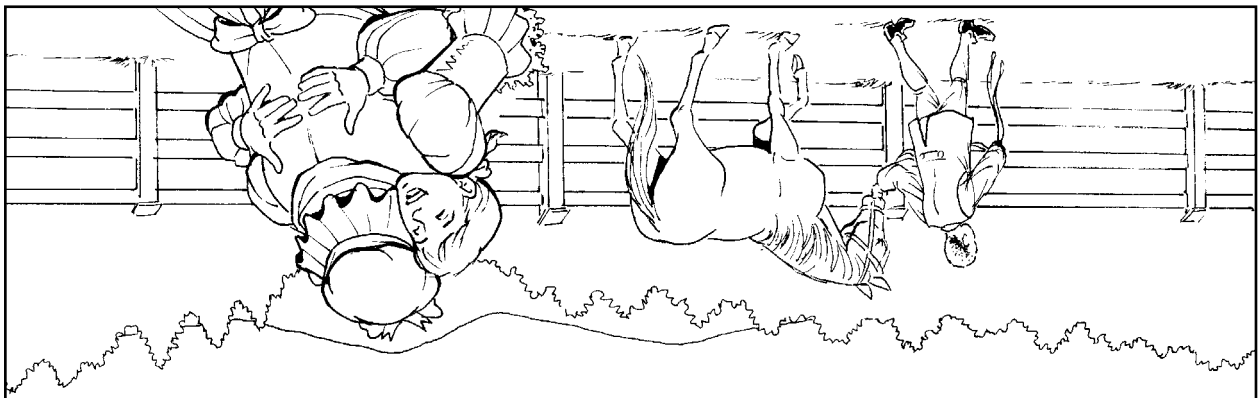


George's mother came home.
She asked about the horse.
"I'm so sorry. I hurt the horse," George said.
George's mother was mad.

13

But she was also proud of George.
It takes courage to admit that
you have done something wrong.
George Washington was very honest.
Honesty helped him become America's first president.

14



Name _____

INSTRUCTIONS: For each childhood story about George Washington, have children list the events and explain how the story shows his honesty.

The Cherry Tree	
What happened?	How was George honest?

The Fox Hunt	
What happened?	How was George honest?

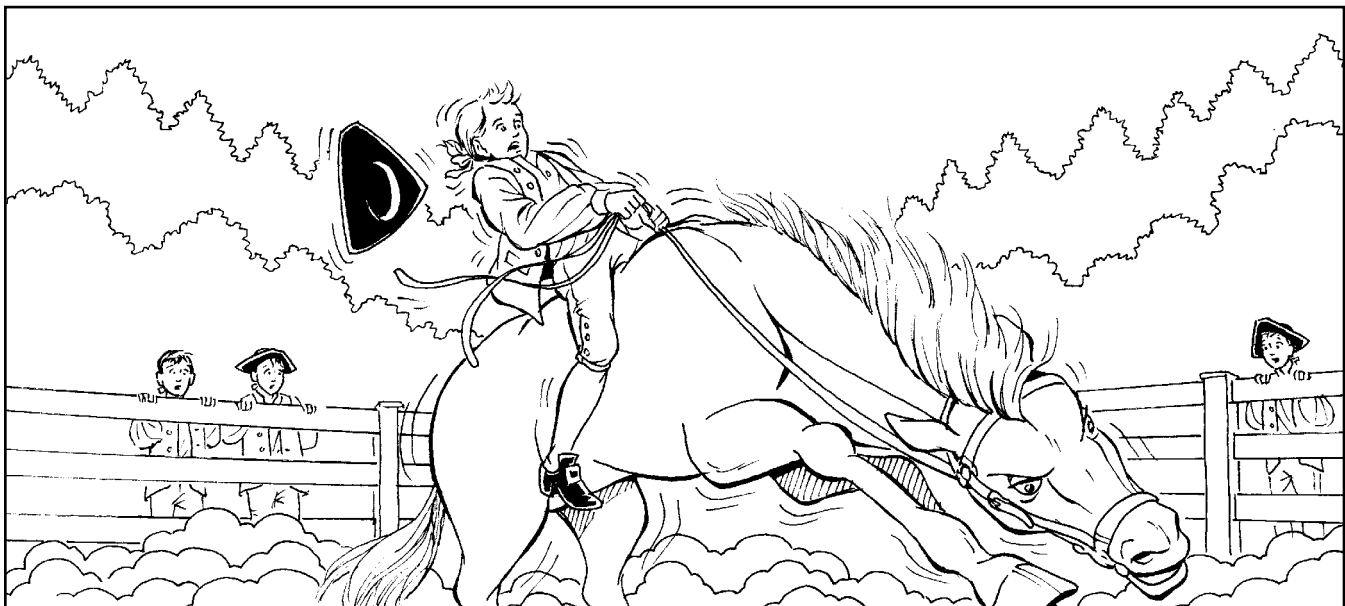
The Wild Horse	
What happened?	How was George honest?

Name _____

INSTRUCTIONS: Have children add periods to the sentences in the paragraph below.

George Washington was the first president of the United States of America He was a very honest man As a young boy, he always told the truth to his parents George became president because people trusted him and he worked very hard His picture is on the United States dollar bill There are many stories about the life of George Washington

Write your own sentences about George Washington.



LEVELED READER • 1

How Glooskap Found Summer



Based on an Algonquin Folktale
Illustrated by Maria Voris

**Multi
level
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How Glooskap Found Summer

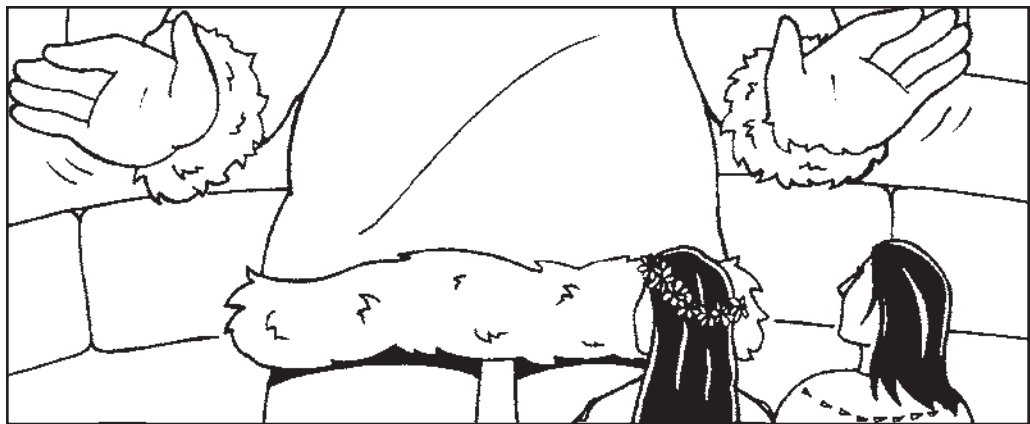
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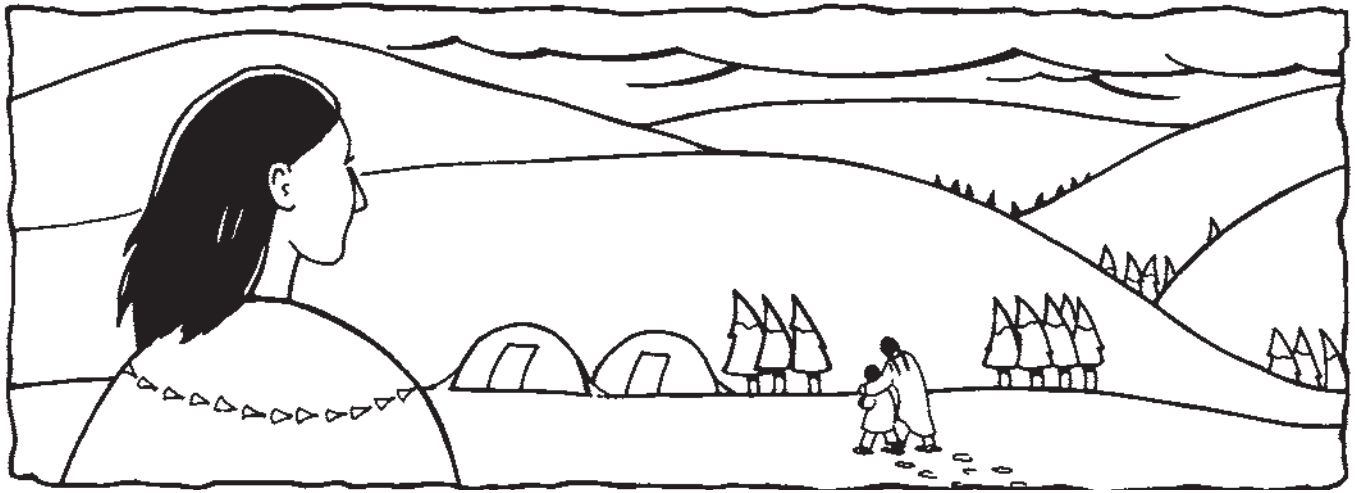


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Correlation	
LEVEL 1	
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16

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Level 1 Leveled Reader
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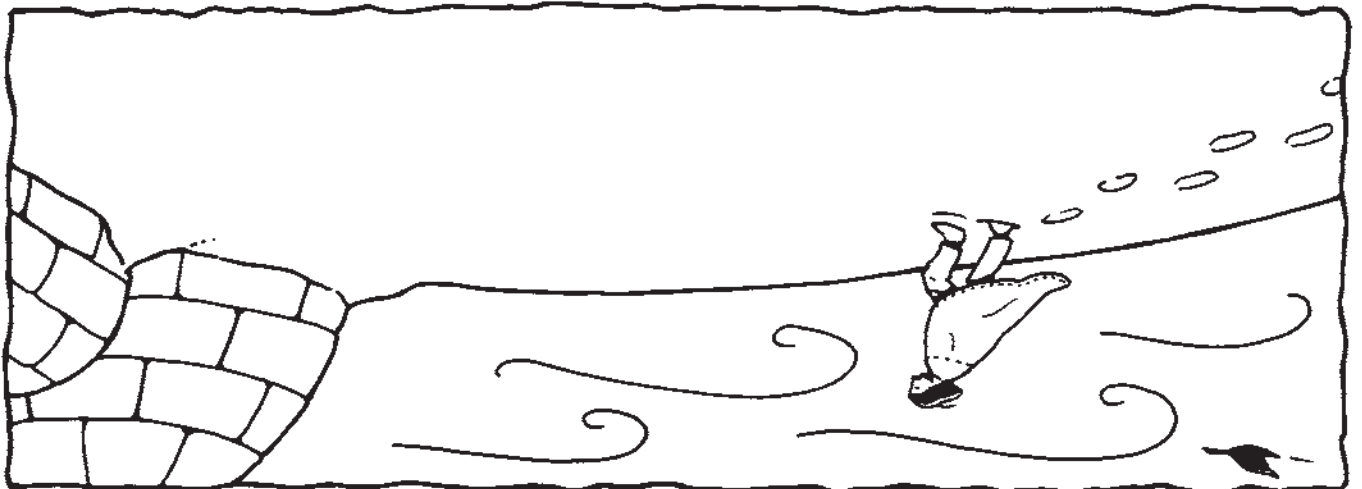


Long ago, it grew very cold.
Ice and snow covered the land.
Corn could not grow.
Glooskap, the leader of the people, had to do something.

3

Glooskap went far to the north.
Everything was white with snow.
He came to a house made of ice.
A giant named Winter lived there.

4





Winter invited Glooskap inside.

Winter began to tell stories.

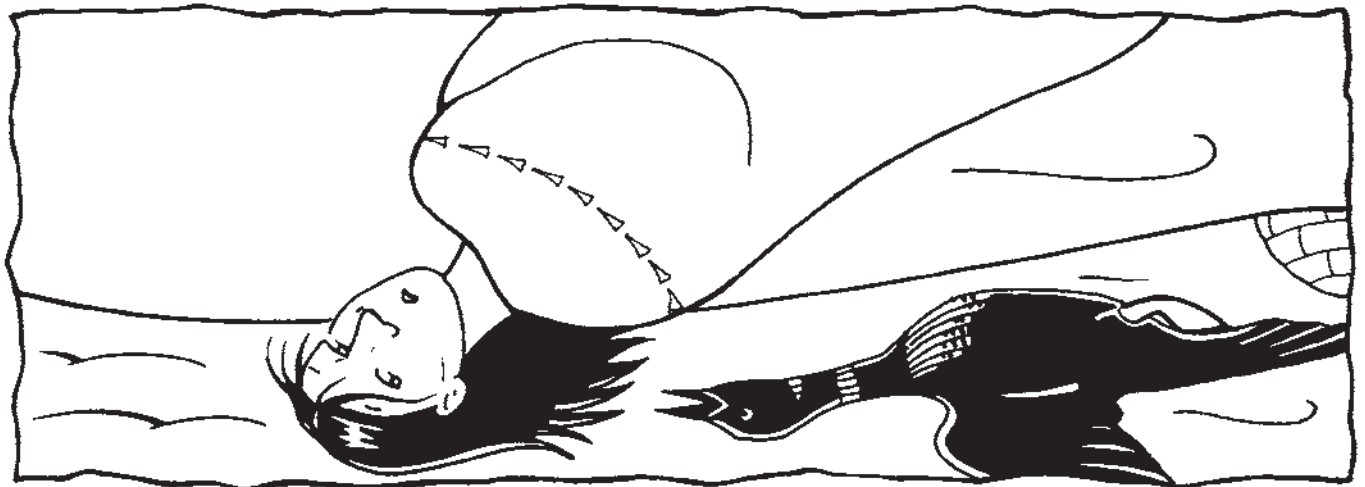
Glooskap fell asleep under Winter's spell.

But Glooskap's bird woke him up.

5

6

"Go south, Glooskap!" said the bird.
 "You will find a woman who can help you."
 Glooskap went to the south.
 He came to a land where it was warm and sunny.



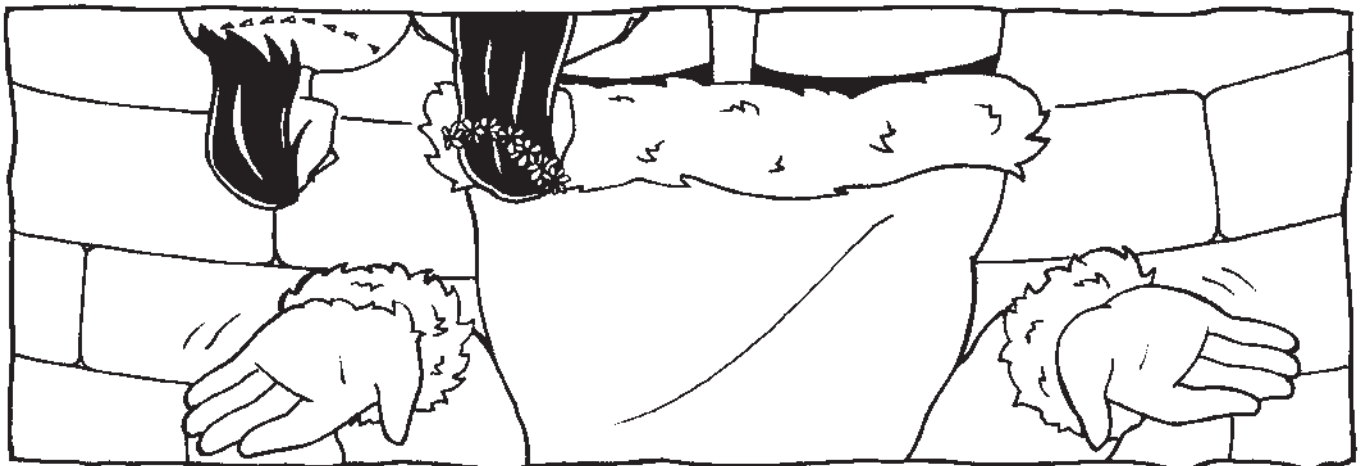


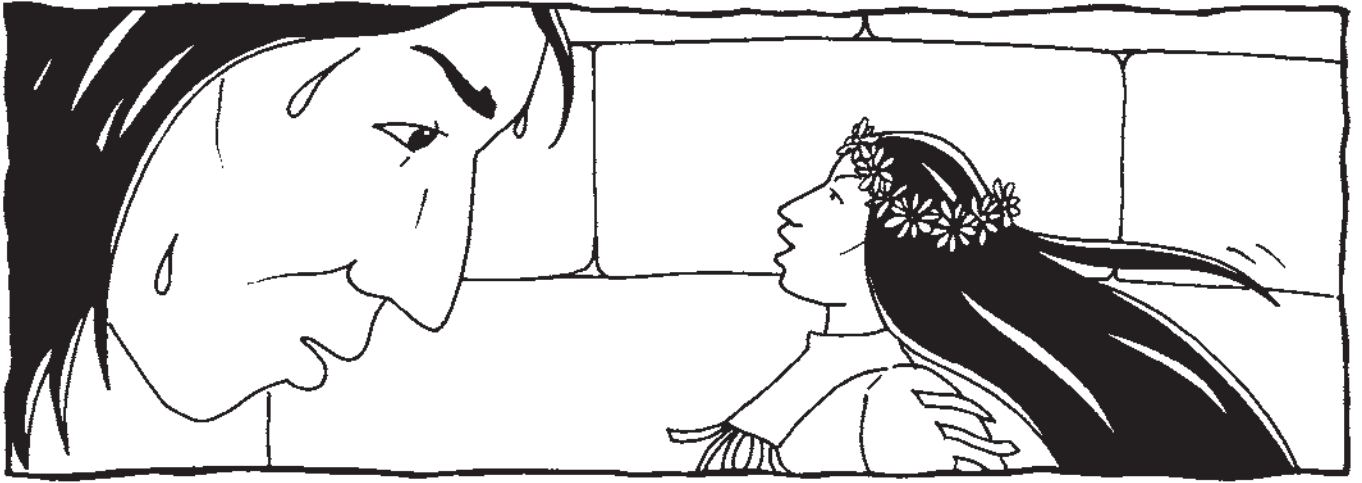
Grass grew and flowers bloomed.
 Glooskap saw Summer dancing in the field.
 She had a crown of flowers in her hair.

7

8

Glooskap asked Summer to come north.
 She came with him to Winter's house of ice.
 Winter invited them in.
 He began to tell stories again.





But Winter's spells did not work on Summer.
She began to sing her own spell.
Winter's house of ice began to melt.
"I am stronger than you," said Summer.

9

10

"You must leave this land," she said.
Old Winter cried.
His tears became rivers of melted snow.
The corn grew. The flowers bloomed again.





Summer spoke to Winter.

"You will live in the north.

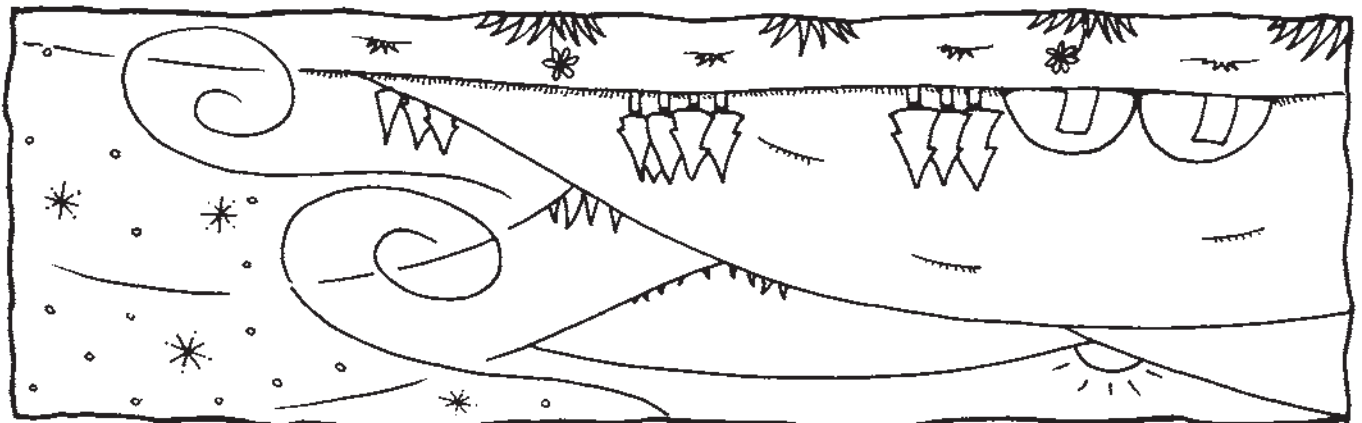
"You may visit the other lands.

"But in the spring, I will make you leave."

11

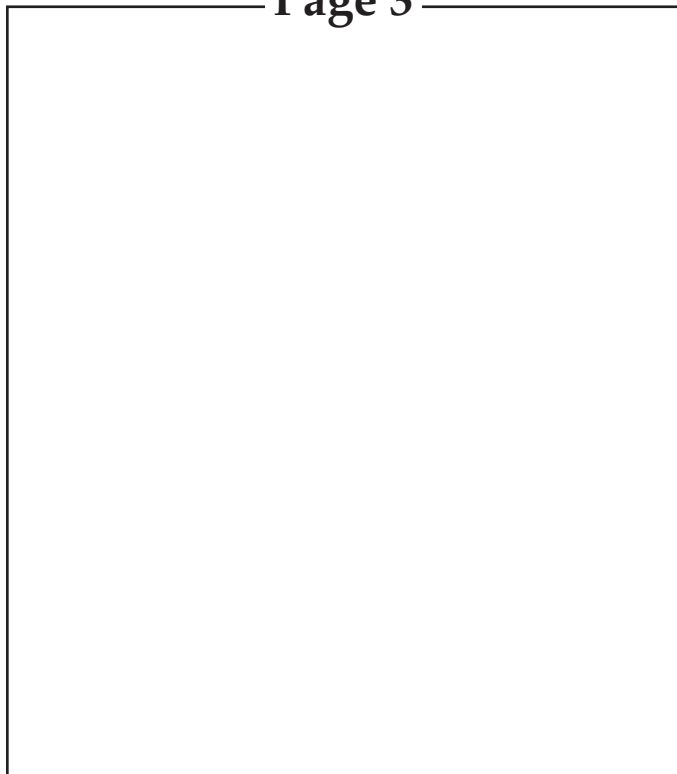
12

Since that day Winter rules for part of the year.
But every spring Summer drives him away.
Sometimes it seems like winter will never end.
But spring will always come.

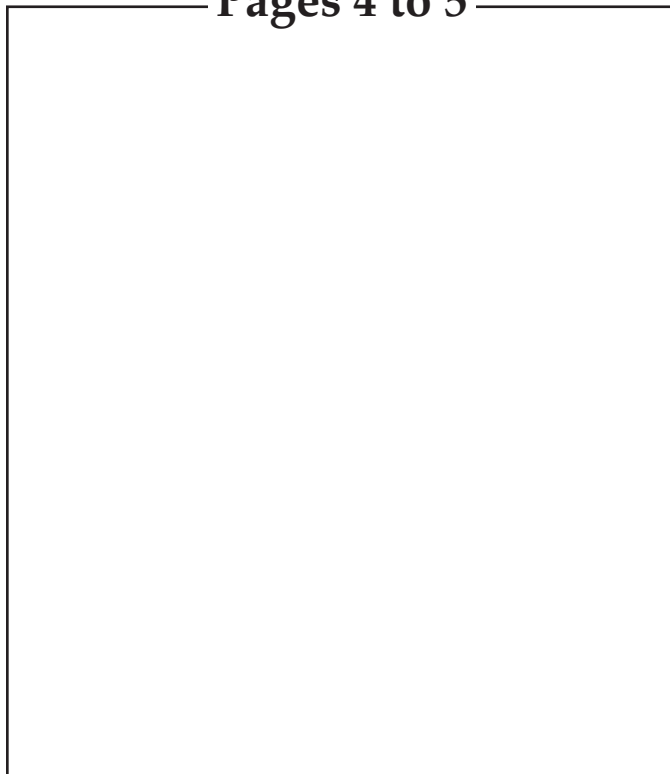


Name _____

Page 3

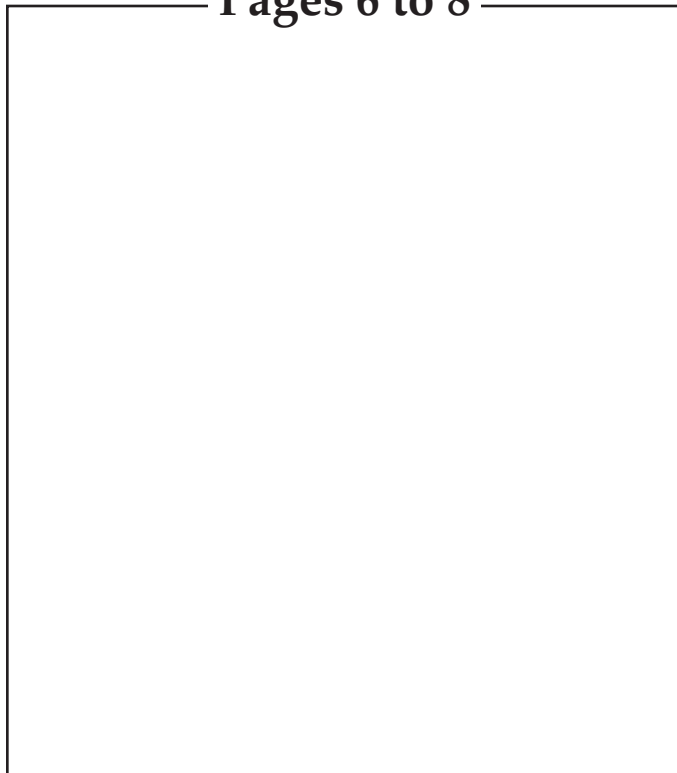


Pages 4 to 5

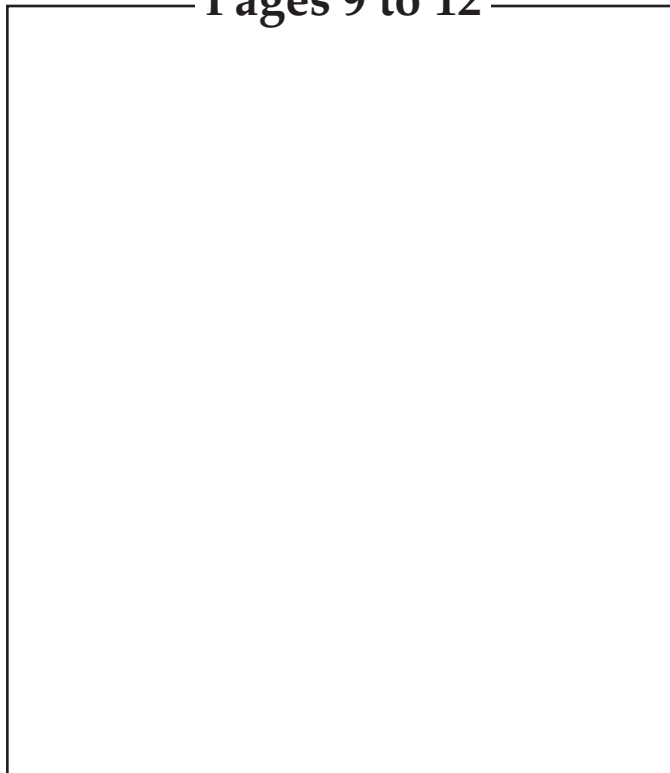


HOW GLOOSKAP FOUND SUMMER • LEVEL 1 • 1

Pages 6 to 8



Pages 9 to 12



SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____

INSTRUCTIONS: Write the causes and effects in the correct sequence in the boxes below in order to show how one event effects another.

Name _____

Yesterday	Today	Tomorrow
	cover	
	travel	
	grow	
	follow	
	begin	
	melt	



INSTRUCTIONS: In the column to the left, write the verb as if it happened yesterday. In the column to the right, write the verb as if it will happen tomorrow.

Name _____

INSTRUCTIONS: Match words from the left-hand column with words from the right-hand column to create compound words found in *How Glooskap Found Summer*. Then write the compound words you created on the lines below.

some

side

every

times

in

thing

some

where

INSTRUCTIONS: Think of other compound words you know, and write them in the box.

birthday

workshop

LEVELED READER • I



Written by Chuck Garofano

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Birds

A Reading A-Z Level I Leveled Reader • Word Count: 316




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Birds



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LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15
DRA	16

Correlation

Birds
Level I leveled Reader
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This pelican has a big, long beak.

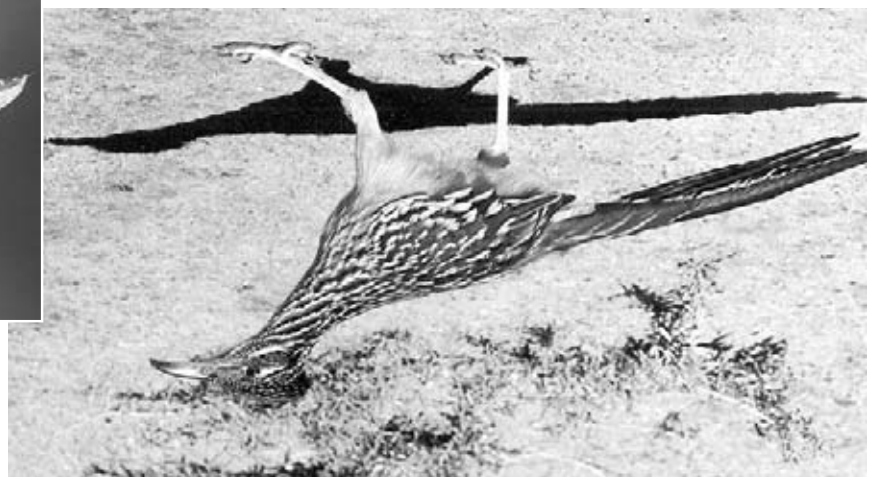
There is a deep sac of skin under its beak.

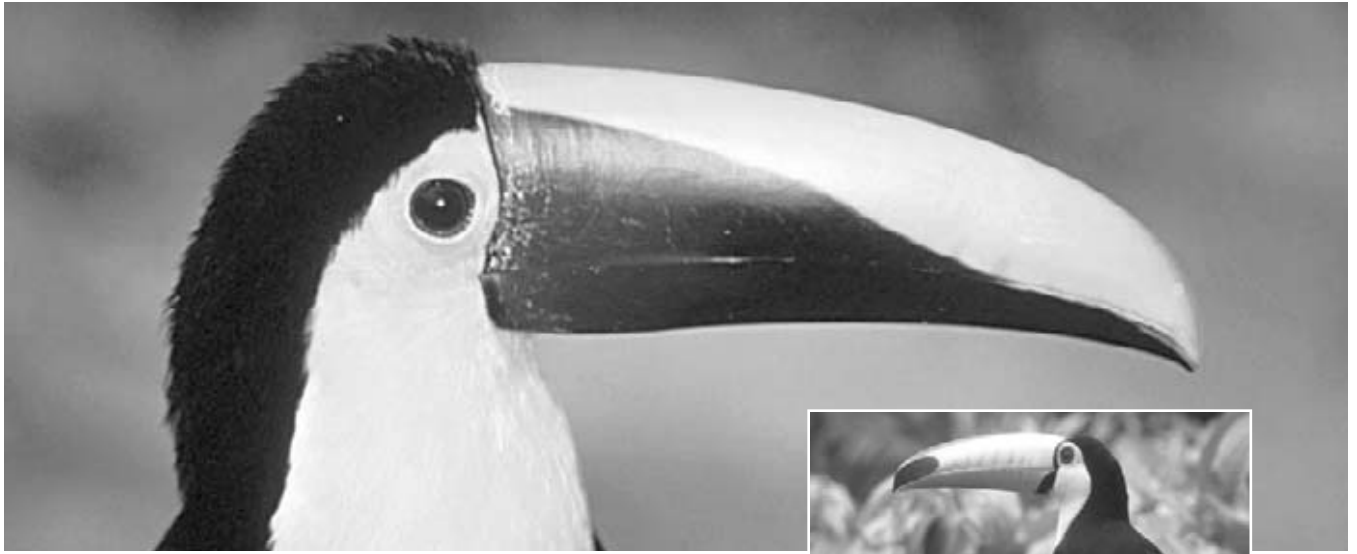
The sac holds fish that the pelican scoops up from the water.

3

This bird is a roadrunner.
It lives in the desert and spends most of its time on the ground.
It eats fast lizards, snakes, and bugs.
The roadrunner runs very fast to get its food.

4





This toucan lives in the rainforest.
It has a big, colorful beak.
It uses its beak to crack hard nuts.

5

This big bird is an emu.
It cannot fly because it has small wings for such a large body.
But it has very long, strong legs.
It can run very fast to get away from danger.

6





This puffin eats small fish.
It is short and fat and
has a colorful beak.
Puffins look funny on land.
But they spend most
of their time in the sea.
They swim under the
water with their wings.
They eat fish.

7

8



Owls come out at night.
They have big eyes to
help them see in the dark.
Their feathers are very soft.
They can fly without making a sound.



Hummingbirds are the smallest birds.
 They are bright and colorful.
 They can stay in one place when they fly.
 They use their long beaks and tongues
 to get food from flowers.

9

01



Eagles fly high above the ground.
 They can spot snakes, mice, and
 fish from high over land and water.
 Eagles have sharp claws
 on their feet and sharp beaks.
 They use their feet and beaks
 to catch food
 and rip it apart.



Cockatoos are big, white birds. They have thick, sharp beaks that can crack open hard nuts. Cockatoos live in large groups. They can be very loud.

11

Vultures eat dead animals. They have no feathers on their heads. They have big holes in their beaks. They use the holes to smell food from far away.

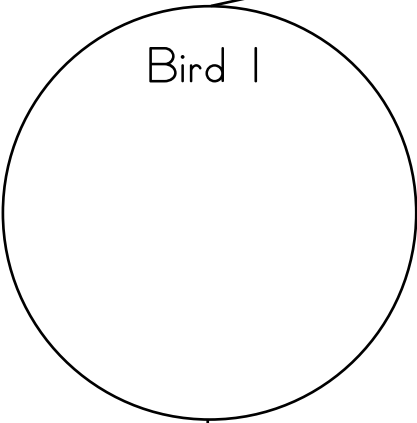
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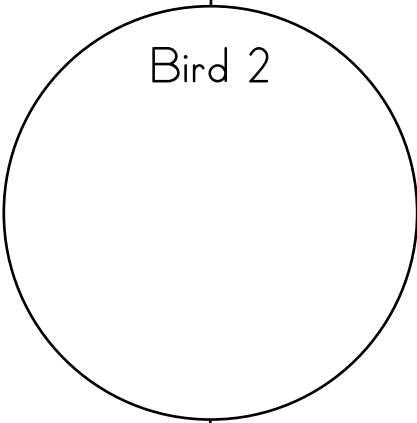
Name _____

INSTRUCTIONS: Have students select three birds from the text to compare and write those birds' names in the circles. Then have them revisit the text to find similarities and differences to record on the sheet.

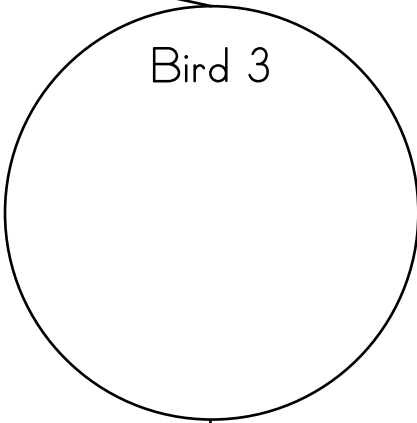
Similarities		



Bird 1



Bird 2

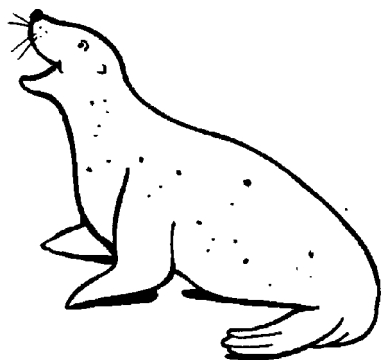
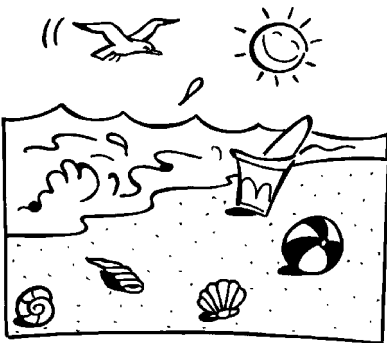
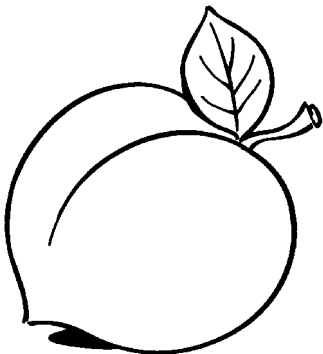
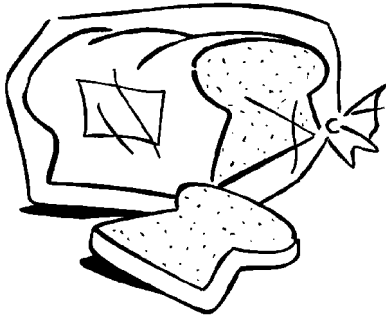
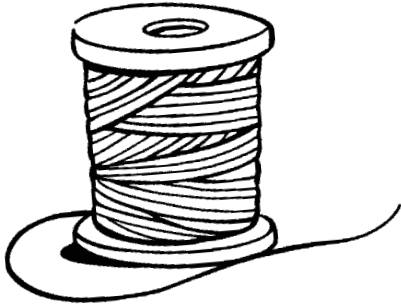
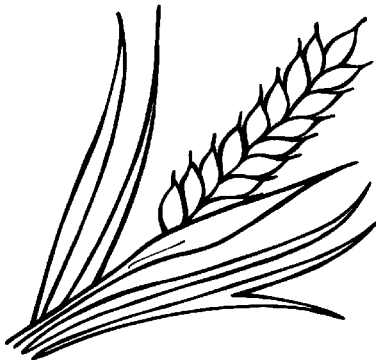


Bird 3

Differences		

Name _____

INSTRUCTIONS: Have students write each *ea* digraph word that names the picture. Then have them color the things whose names have the long /e/ sound.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Name _____

INSTRUCTIONS: Have students read each sentence, circle the describing words, and then draw a picture to match each sentence.

This bird has a long, sharp beak.	I see a red house with a green roof.
This fat cat has black ears, a white tummy, and a brown tail.	Here are one short man and one tall man.
The ant is very little, but the bug is big.	Here is a thick, blue book.

Name _____

INSTRUCTIONS: Have students choose six birds from the book and find words that name different features of each bird. Make sure students understand what the word "features" means.

bird _____ features _____ _____ _____ _____	bird _____ features _____ _____ _____ _____
bird _____ features _____ _____ _____ _____	bird _____ features _____ _____ _____ _____
bird _____ features _____ _____ _____ _____	bird _____ features _____ _____ _____ _____

Is That a Fish?

A Reading A-Z Level 1 Leveled Reader

Word Count: 274



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LEVELED READER • I

Is That a Fish?



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Is That a Fish?



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Cover: Leafy sea dragon

Back cover: Whale shark and divers

Title page: Dragon eel

Pages 4–5

- a Leafy sea dragon
- b Cownose ray
- c Commerson's frogfish
- d Blacktip reef shark
- e Barracuda (center) and jacks
- f Flying gurnard
- g Clownfish
- h Porcupine fish or burrfish
- i Hawkfish
- j Yellowhead wrasse
- k *Anthias* and damselfish
- l Trumpetfish
- m Scalloped hammerhead shark
- n Goliath grouper with remora
- o Lionfish

Page 14

- a Trumpetfish
- b Red scorpionfish
- c Flying gurnard
- d Porcupine fish or burrfish

Is That a Fish?

Level I Leveled Reader

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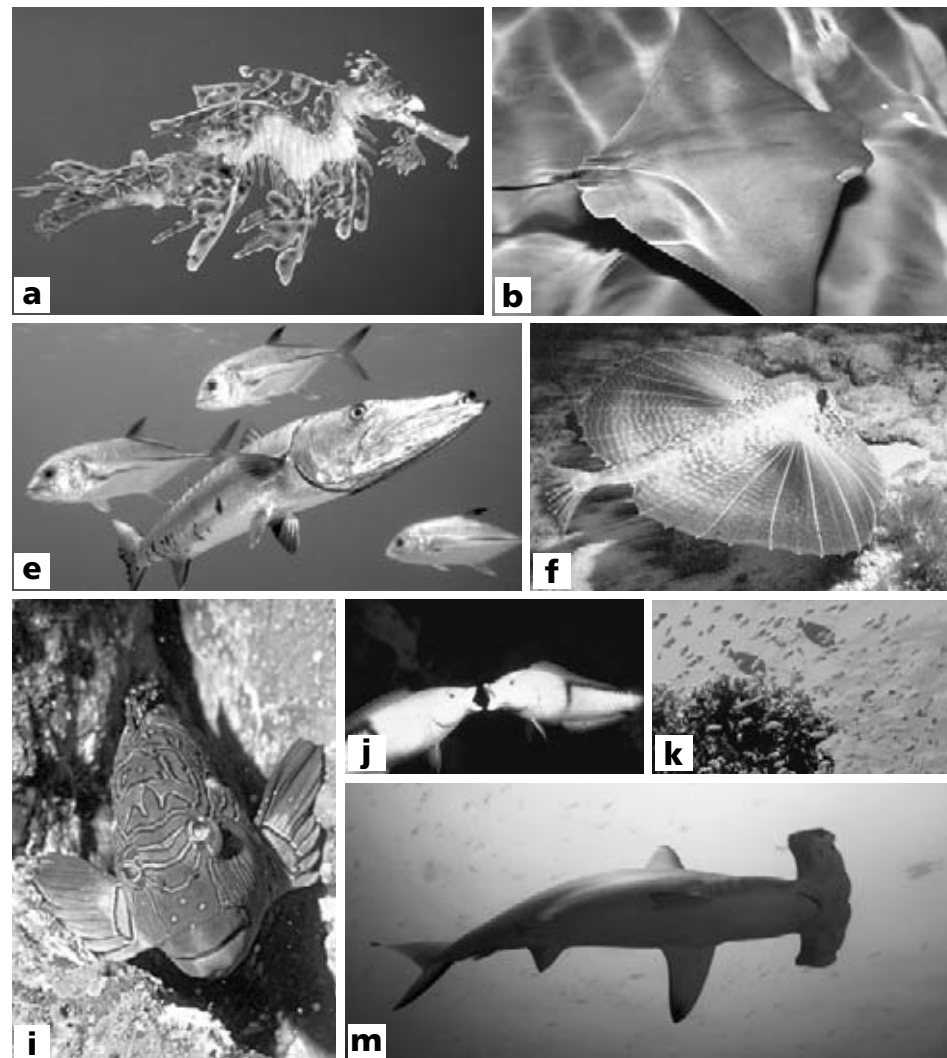
LEVEL I

Fountas & Pinnell	I
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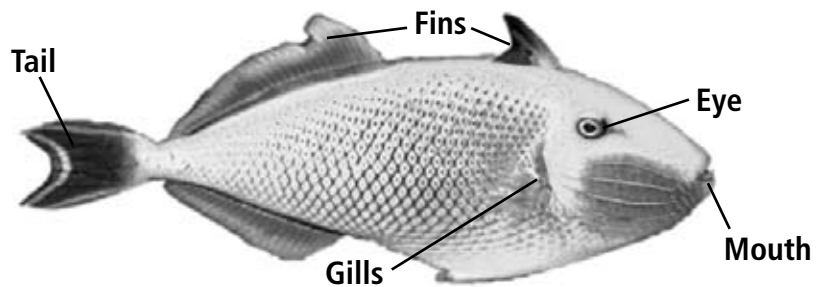
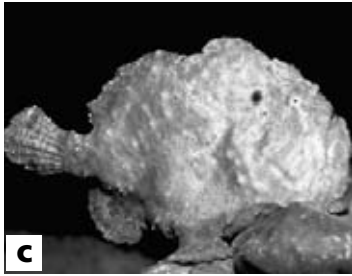
What Are Fish?	4
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A Snake or a Fish?	9
Rays	10
Fish Out of Water	12
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What Are Fish?

What does a fish look like?

You might be surprised.



A whale shark can be 15 m (50 ft.) long. Its mouth can be 1.2 m (4 ft.) wide!

Fish can be very big or very small.

This shark is the largest fish in the world.

Like other fish, it has a **backbone**.

It breathes through **gills**.

It has **fins** to help it swim.

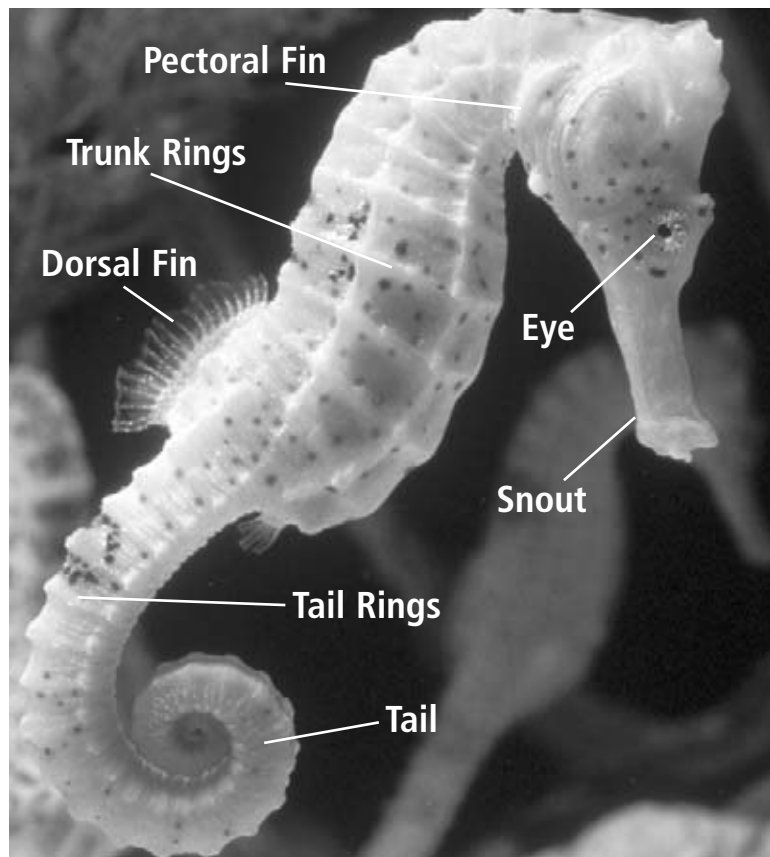
A Horse or a Fish?

Some fish look like other animals.

This fish is called a **seahorse**.

The fin on the back of the seahorse
beats very fast.

This is how the seahorse moves around.



This seahorse is called a leafy sea dragon.

A seahorse uses its tail to grab
onto plants in the water.
It can hide in the plants
where no hungry fish can find it.

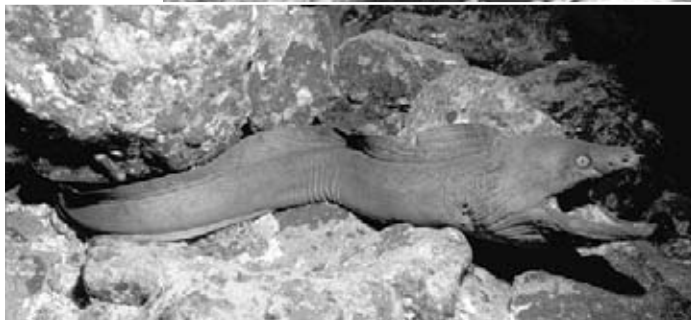
A Snake or a Fish?

This fish, called an **eel**, looks a lot like a snake.

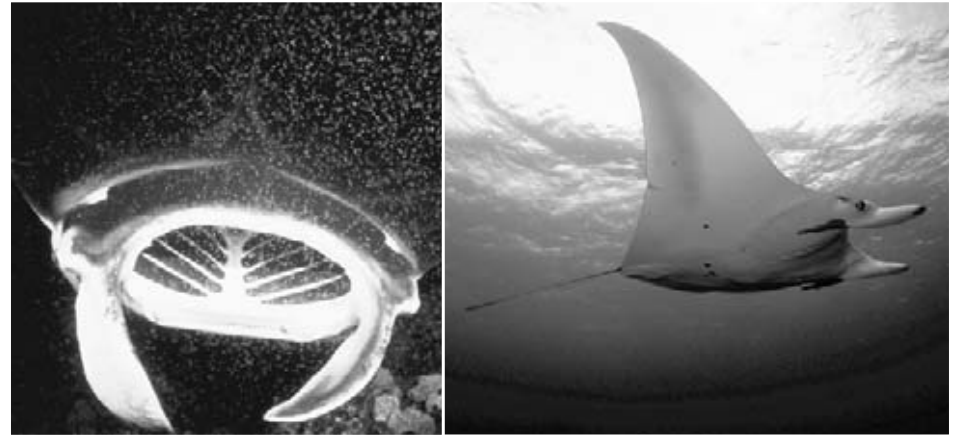
It swims by moving its whole body.

It can swim forward and backward.

It breathes by opening and closing its mouth to pump water over its gills.



This is a moray eel. Moray eels can be as long as 3 m (10 ft.).



Manta rays are the largest rays. They can be 6.7 m (22 ft.) wide.

Rays

This large, flat fish is called a **ray**.

It has wing-like fins that help it glide through the water.



Rays are gentle and curious.

Some rays have spines on their tails.
They use the spines to sting their prey.
Rays can hide on the bottom of the sea.



Rays bury themselves in sand.



This fish is called a mudskipper.

Fish Out of Water

This fish lives on mud flats.
When the tide goes out,
the fish can stay on the land
until the water comes back.
It breathes through its skin.

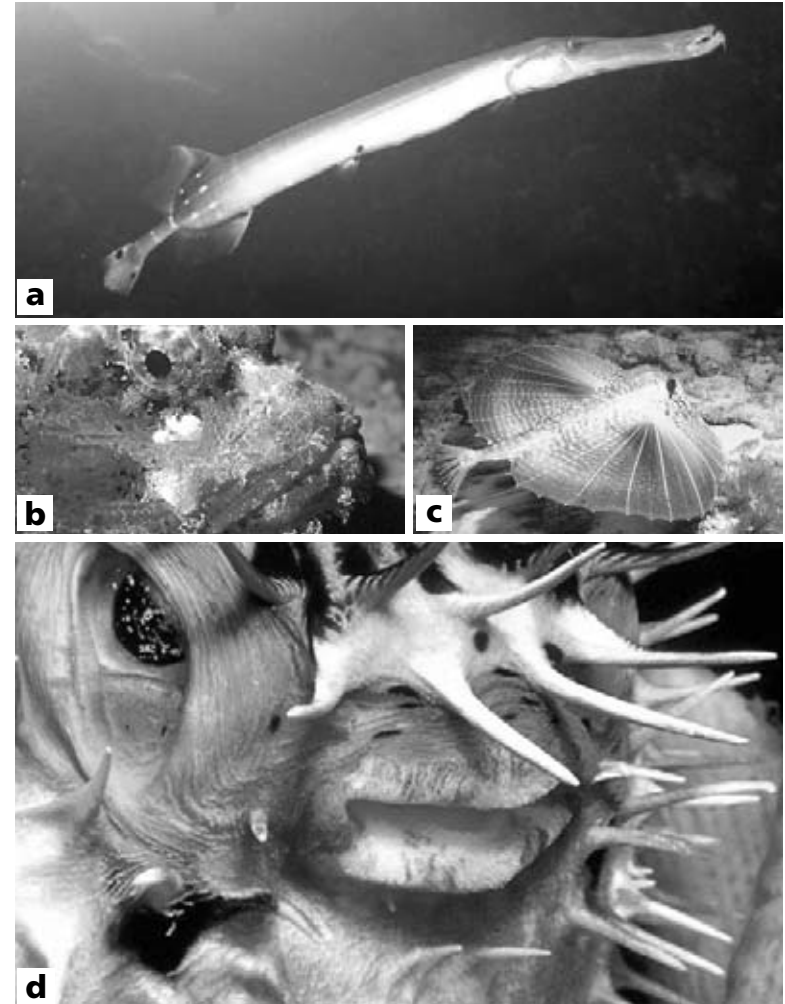
This fish sometimes comes onto the land to look for fresh water.

It wiggles its tail and props its body up on its fins when it moves.

This makes it look like the fish can walk.



This fish is called a climbing perch. It can stay out of the water for a long time.



Is That a Fish?

Fish can be many colors, sizes, and shapes.

They can move in different ways.

What will you see the next time you close your eyes and picture a fish?



Glossary

- backbone** a bone that goes along the back of an animal. It holds up the rest of the bones. (p. 6)
- eel** a long fish that looks like a snake (p. 9)
- fins** wing-like parts used for swimming (p. 6)
- gills** the breathing parts of a fish. They look like slits behind the fish's head. (p. 6)
- ray** a wide, flat, shark-like fish (p. 10)
- seahorse** a fish that looks like a horse (p. 7)

Index

- | | |
|---------------------|----------------|
| climbing perch, 13 | ray, 10, 11 |
| leafy sea dragon, 8 | seahorse, 7, 8 |
| moray eel, 9 | shark, 6 |
| mudskipper, 12 | |

Name _____

INSTRUCTIONS: Have students cut out the facts at the bottom of the page and put each one with the fish it tells about.

Fish

Fact:

--

Fact:

--

Fact:

--

Seahorse

Fact:

--

Eel

Fact:

--

Ray

Fact:

--

Mudskipper

Fact:

--

Uses a fin on its back to move around.

Breathes through gills.

Moves through the water like a snake.

Breathes through its skin.

Has fins to help it swim.

Has a backbone.

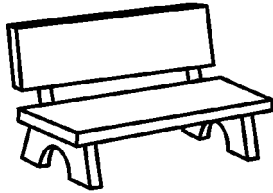
Uses wing-like fins to move through the water.

Name _____

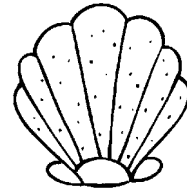
INSTRUCTIONS: Have students write the letters that stand for the sound they hear at the beginning or end of each word.



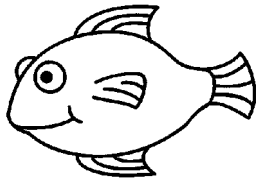
__s__hoe



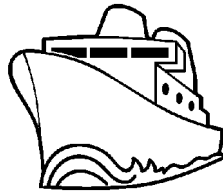
ben__



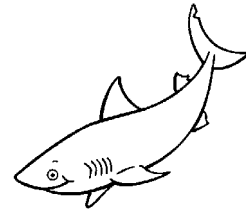
__ell



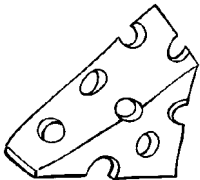
fi__



__ip



__ark



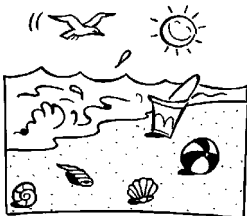
__eese



__erry



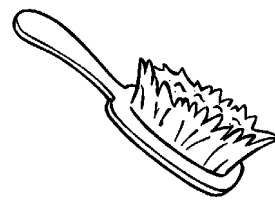
pea__



bea__



mat__



bru__

Name _____

INSTRUCTIONS: Have students circle the action word that correctly completes each sentence.

1. The seahorse _____ in the plants.

wait waits waites

2. An eel _____ for food.

hunt hunts huntes

3. The girl _____ she could see the fish.

wish wishs wishes

4. The whale shark _____ through its gills.

breathe breathes breathes

5. The boy _____ down to the shore.

run runs runes

6. The eel can _____ through the water.

glide glides glideses

7. A ray _____ with its tail.

sting stings stinges

8. One fish _____ like it can walk.

look looks lookes

9. An eel can _____ backward and forward.

swim swims swimes

Discovering Dinosaurs

A Reading A-Z Level 1 Leveled Reader

Word Count: 264



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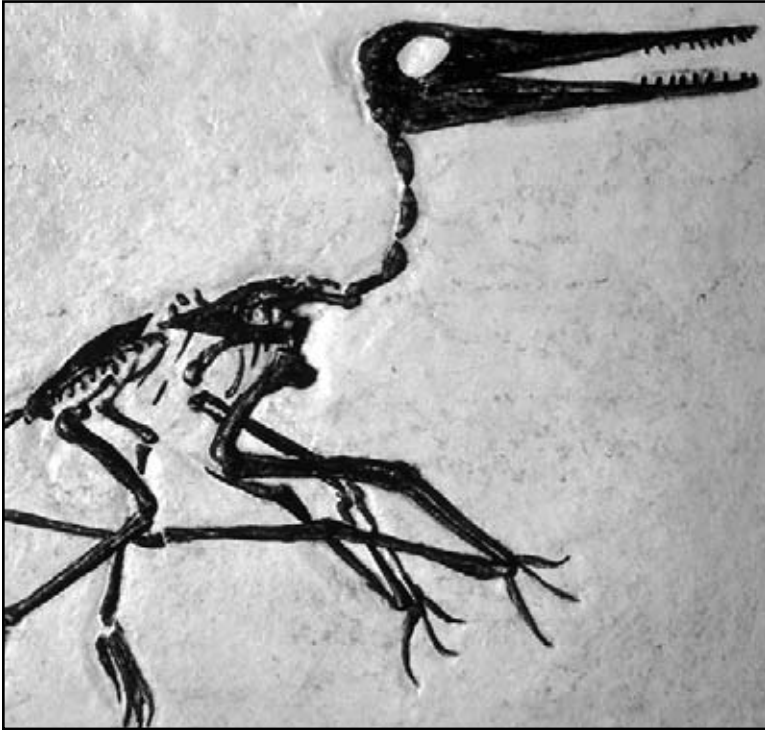
Discovering Dinosaurs



Written by Kira Freed

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Discovering Dinosaurs



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The biggest and most complete Tyrannosaurus rex fossil ever found

Finding Fossils

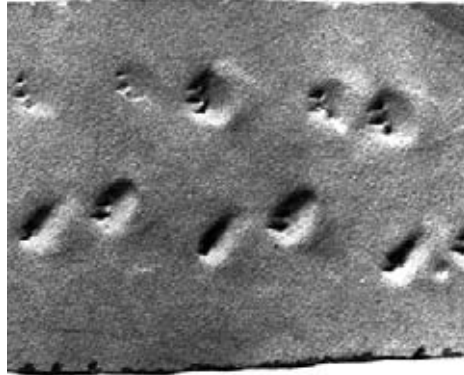
How do we know dinosaurs lived on Earth?

We know because we have found **fossils** in rocks all over the world.

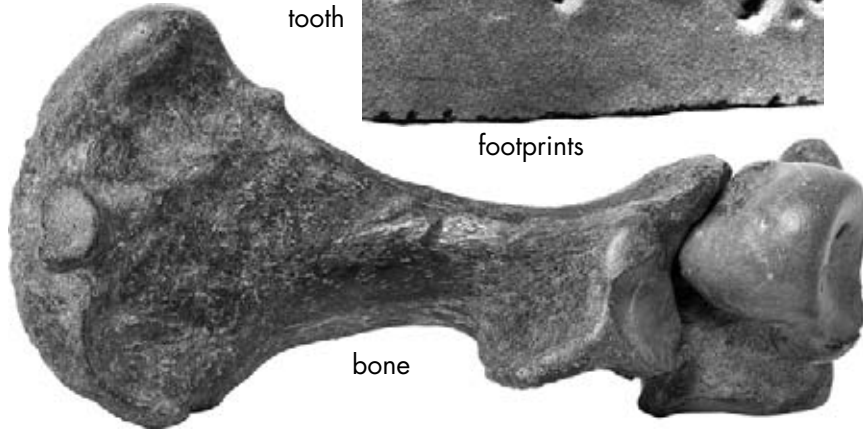
Scientists have found fossils of dinosaur bones, footprints, teeth, nests, and eggs.



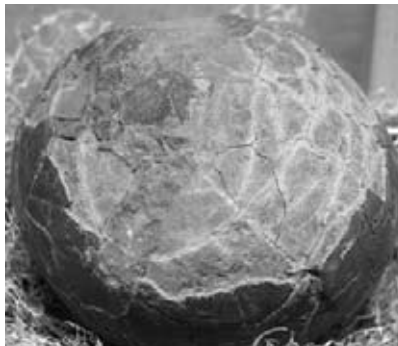
tooth



footprints



bone



egg



skeleton

These scientists are carefully digging dinosaur fossils out of the ground. They will wrap up the fossils to keep them safe.

Then they will take them to a **museum**.



These scientists are wrapping fossils in plaster to keep them safe.



A scientist fits Triceratops bone fossils together.

At the museum, scientists will study the fossils.

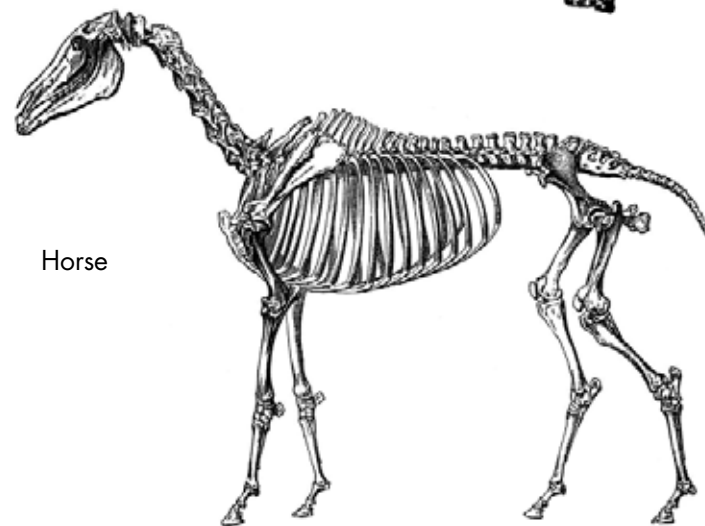
They try to fit bone fossils together to make a **skeleton**.

Some pieces of the skeleton might be missing.

Scientists use what they know about other animals to make pieces fit.



Triceratops



Horse

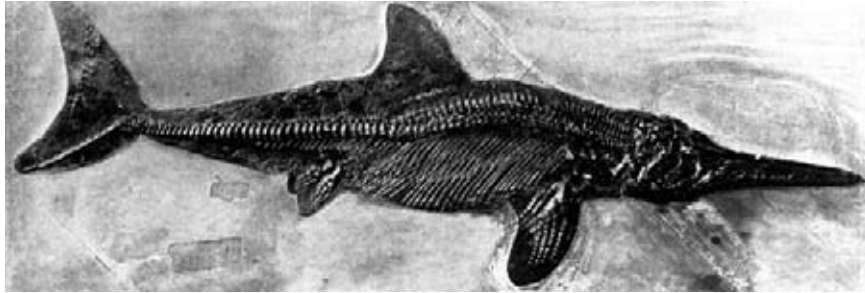
In some ways Triceratops and horse skeletons look the same.

Learning From Fossils

Scientists study other animals to learn about dinosaurs.

Dinosaur bones may be bigger. But many are shaped the same.

Scientists compare dinosaur bone fossils to other animals. They learn that some dinosaurs walked, some swam, and some flew.



swimming dinosaur



flying dinosaur



walking dinosaur

Scientists study fossil footprints to see how fast dinosaurs moved. Some dinosaurs moved very slowly. Some moved faster than humans.



Can you see the two sets of fossil footprints?



Tyrannosaurus rex teeth are sharp. T-rex was a meat eater.

Scientists study fossil teeth to learn what dinosaurs ate.

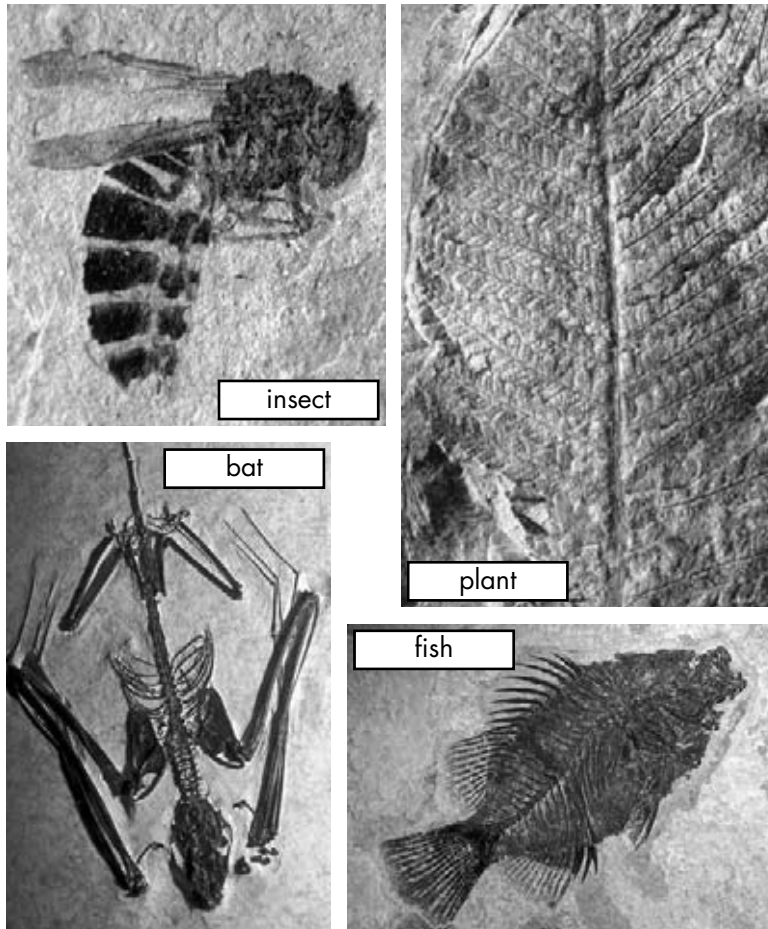
Some teeth are sharp like the teeth of meat eaters.

Other teeth are flat like the teeth of plant eaters.

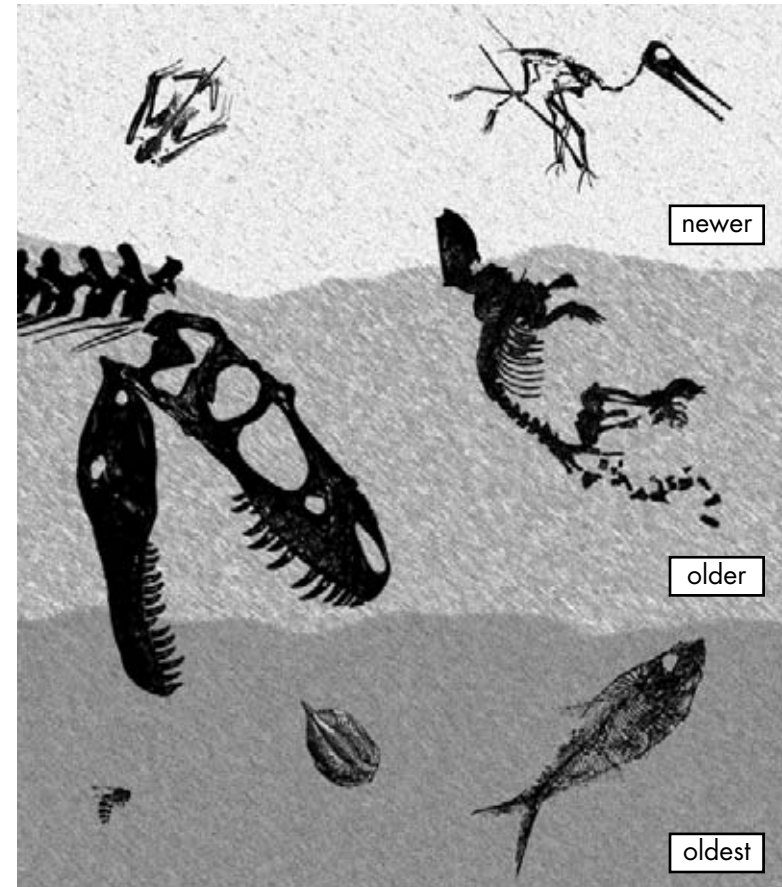
Scientists learn about dinosaur babies from fossil nests and eggs. Some dinosaurs may have sat on their eggs like many birds do.



A fossil nest with dinosaur eggs



Scientists also find fossils of plants, fish, insects, and other animals. These fossils help them learn what Earth was like when dinosaurs lived here.



Layers of rock show where dinosaur fossils are found.

How Long Ago?

Scientists study rocks where fossils are found.

Older fossils are deeper in the ground than newer fossils.

No one knows for sure why the dinosaurs disappeared millions of years ago.



Scientists digging up an Albertosaurus fossil

Glossary

- fossils** parts of living things from long ago that are protected for years inside rocks (p. 4)
- museum** place where old things are studied and put on display (p. 6)
- scientists** people who study the natural world (p. 5)
- skeleton** all of the bones in a body (p. 7)

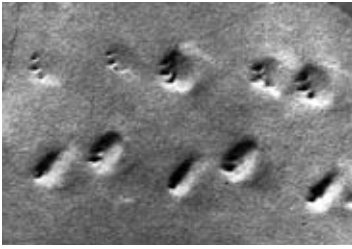
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| eggs, 5, 12 | nests, 5, 12 |
| footprints, 10 | teeth, 5, 11 |



Name _____

INSTRUCTIONS: Choosing from the words in the box below, have students write the singular or plural form of the words next to the picture of the word.









egg eggs bone bones footprint footprints

Name _____

INSTRUCTIONS: Have students write the main idea and a supporting detail for each chapter in the book *Discovering Dinosaurs*.

Chapter 1: Finding Fossils	
Main Idea	Supporting Detail

Chapter 2: Learning From Fossils	
Main Idea	Supporting Detail

Chapter 3: How Long Ago?	
Main Idea	Supporting Detail

Name _____

INSTRUCTIONS: Have students cut out the vocabulary words below and sort the words into categories.
Provide an opportunity for students to share how they sorted the words.

dinosaurs

Earth

fossil

teeth

museums

eggs

nest

skeleton

humans

footprints

Extreme Insects

A Reading A-Z Level 1 Leveled Reader

Word Count: 283



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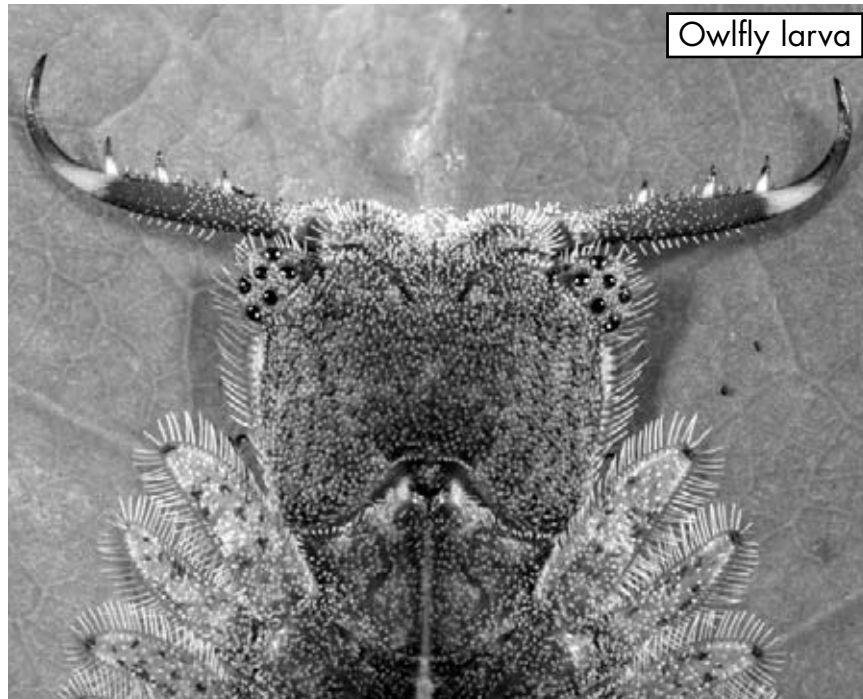
Extreme Insects



Written by Sylvia Ives Baxter

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Extreme Insects



Owlfly larva

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page 7: © Peter Chew

Front cover: Ambush bug

Back cover: Robber fly eating a meal

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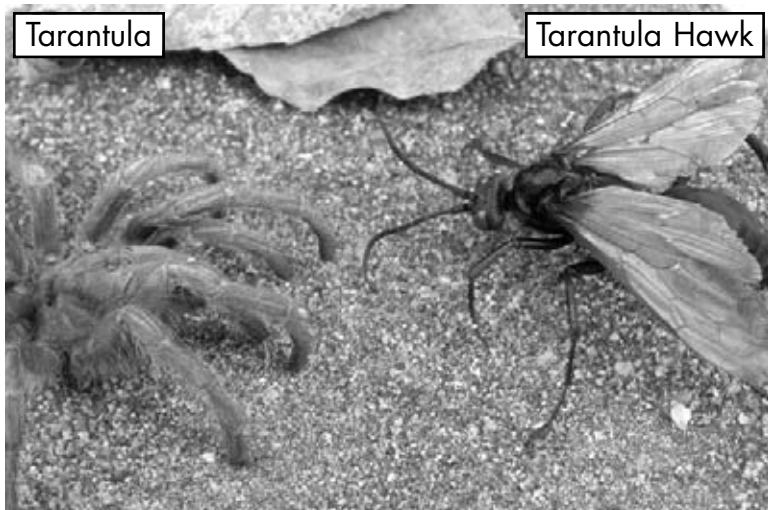


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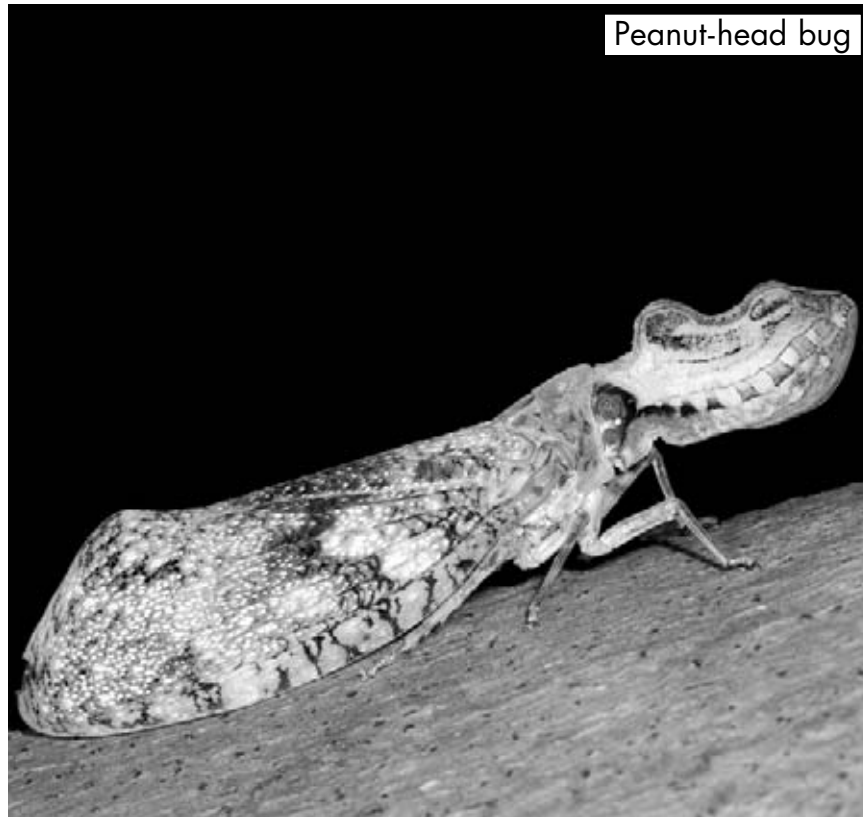
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Extreme Look-Alikes	8
Extreme Weapons	11
Conclusion	15
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A robber fly dines on another insect.

Introduction

Insects are always in danger.
They have many enemies.
They are food for each other
as well as other animals.



A peanut-head bug's looks and its skunk-like spray help keep it alive.

Insects have many **traits** that help them stay alive.

These traits include size, looks, and weapons.

Let's look at some of the **extreme** traits insects have that help them.



Goliath beetles are one of the largest insects in the world.

Extreme Size

This beetle can grow as long as a pen.

It can weigh as much as a banana.

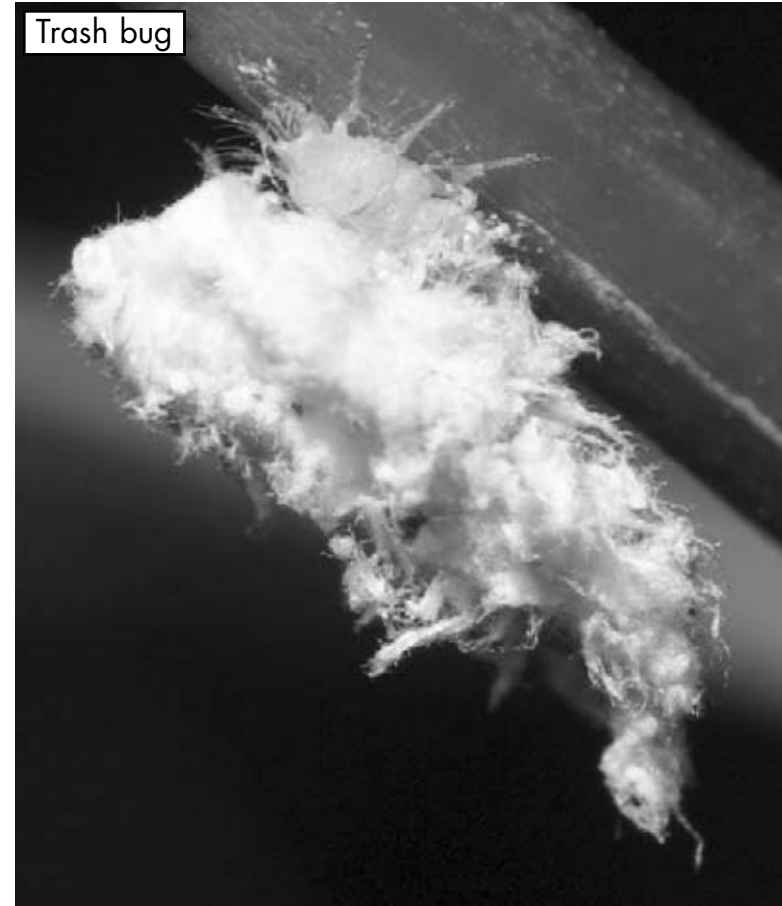
Extreme size and a hard cover **protect** it from its enemies.



A titan walking stick's size and looks help keep it from being eaten.

This insect can grow longer than
a new pencil.

Its size frightens smaller insects away.
Animals don't eat it because
they think it is just a big stick.



Trash bugs carry leftovers on their backs to hide from animals
that might eat them.

Extreme Look-Alikes

Many insects look like other things.
Their looks help them hide from
animals that want to eat them.



Can you find the insect in this picture?

Some insects look like parts of plants. They can look like leaves, flowers, stems, or even thorns.



A Sphinx moth caterpillar can puff up its spots so it looks like a cobra.

There are insects with large fake eyes to scare hungry animals away. When scared, this **caterpillar** can make itself look like a snake.



Ambush bugs have thick front legs to catch bees and flies.

Extreme Weapons

Some insects have extreme weapons to help them survive. Some of these insects use their weapons to get food. Others use their weapons to keep from *becoming* food.



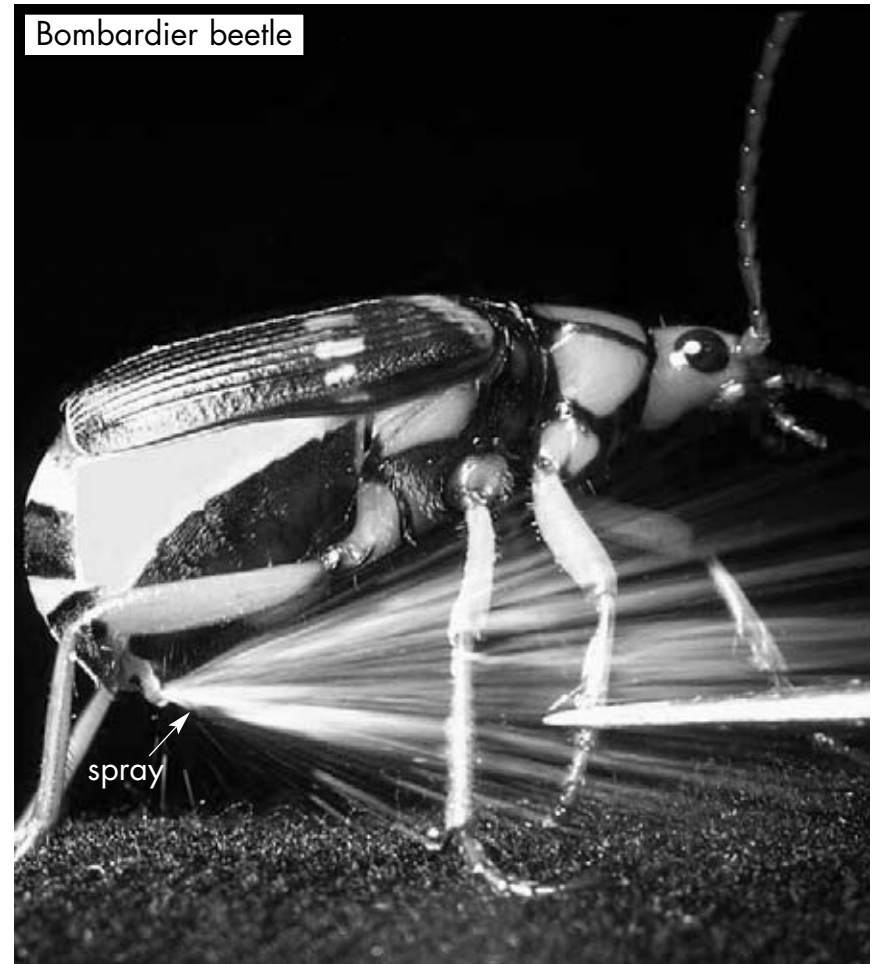
An antlion larva traps and eats ants with its extreme jaws.

This insect digs a pit in the sand. It traps ants in the pit. Then it grabs an ant in its large, sharp jaws. Yummy!



The assassin bug's beak makes it deadly.

This bug jumps on other insects.
It stabs them with its sharp beak.
It shoots out **poison** that turns their
insides to goo.
Then the bug sucks out the goo.
Slurp!



The bombardier beetle's spray keeps enemies away.

Watch out!
This beetle sprays out boiling hot
poison when touched.
It stops animals from trying to eat it.



Ambush bugs hide near flowers to catch their prey.

Conclusion

Insects have many ways to protect themselves.

Their size, color, and weapons can help them stay alive.

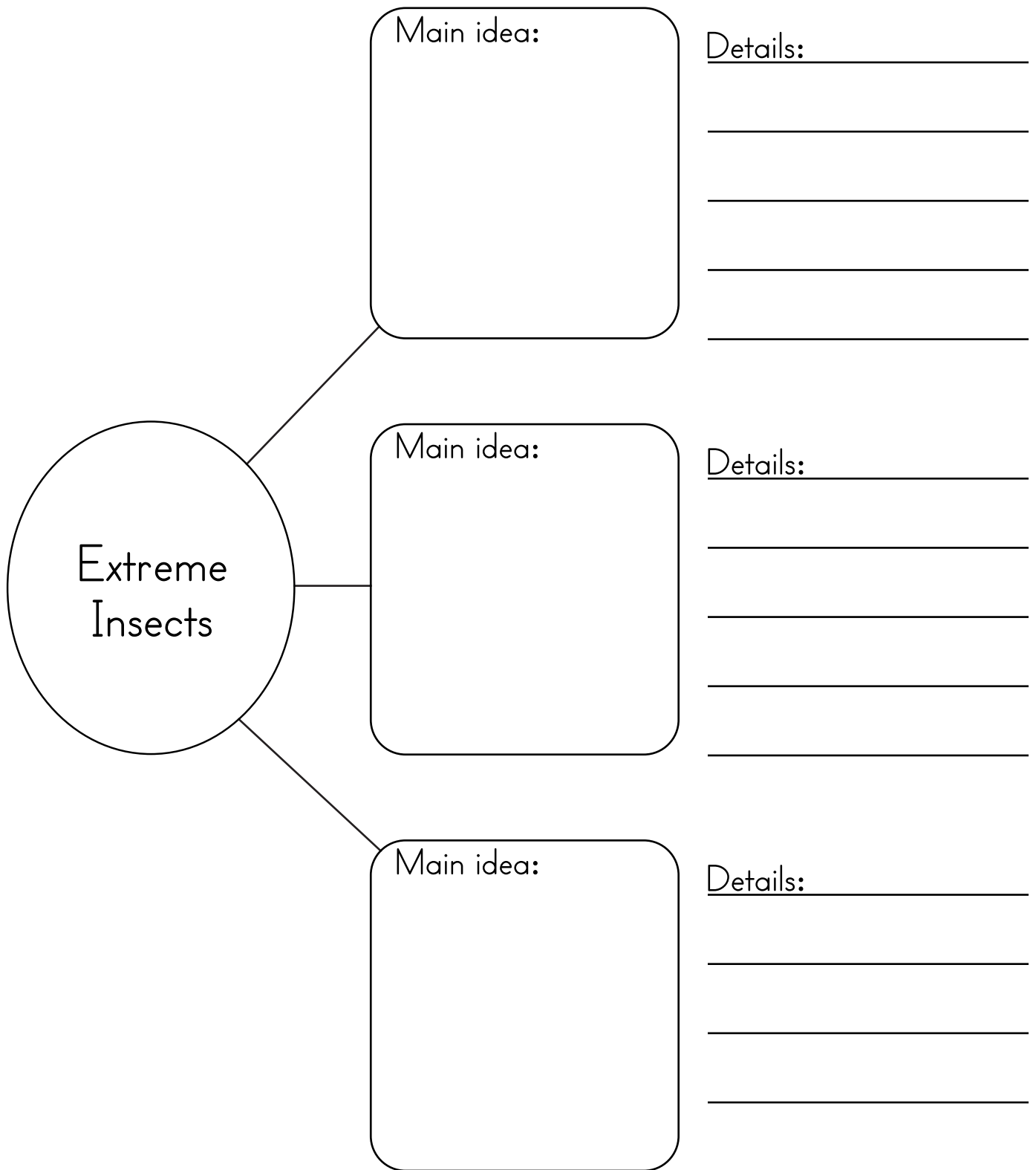
Glossary

caterpillar	the second stage of the life cycle of a butterfly or moth; the larva stage (p. 10)
extreme	great or much more than usual (p. 5)
poison	a substance that can kill animals or plants (p. 13)
protect	to keep something from being hurt (p. 6)
traits	qualities that make living things different from one another (p. 5)

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bombardier beetle, 14	peanut-head bug, 5
caterpillar, 10	protect, 6, 15
cobra snake, 10	titan walking stick, 7
enemies, 4	traits, 5

Name _____



Extreme Insects

Main idea: _____

Details: _____

Main idea: _____

Details: _____

Main idea: _____

Details: _____

EXTREME INSECTS • LEVEL 1 • 1

SKILL: MAIN IDEAS AND DETAILS

INSTRUCTIONS: Have students write at least three main ideas and provide at least two supporting details for each.

Name _____

foot	goo	food	on	long	grow
shoot	hot	stops	to	look	moth

short vowel sound	long vowel sound	variant vowel sound

INSTRUCTIONS: Have students read the words in the box above and record each word in the correct column according to the vowel sound of the word: long, short, or variant.

Name _____

big

squirt

extreme

catch

insect

frighten

scare

hole

trap

burning

jump

tremendous

spray

bug

pit

large

sharp

jagged

hot

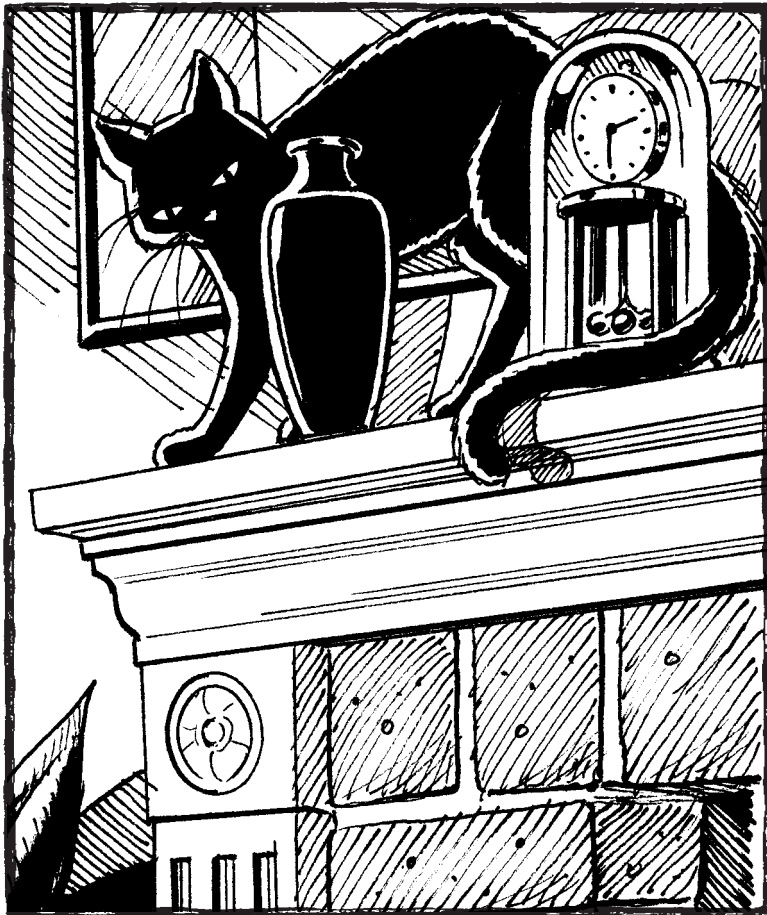
leap

INSTRUCTIONS: Read the words together as a group. Have students draw lines to connect the synonyms.

Alistair's Night

A Reading A-Z Level 1 Leveled Reader

Word Count: 283



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Alistair's Night



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Dong! Dong!
There goes the grandfather clock.
It's 2 a.m. Time to get up.
I wonder what Becky and Dan
are doing?

Look at this! They're sound asleep.
Lazy people! It's time to get up.
I want to play.





Come on! Wake up!
Where's my mouse?
I want to play with my mouse.
"Go away, Alistair," says Becky.

Oh, you'd rather play What's Under the Blanket?

Okay. Pounce! Pounce! Pounce!

"Stop it, Alistair!" says Dan.



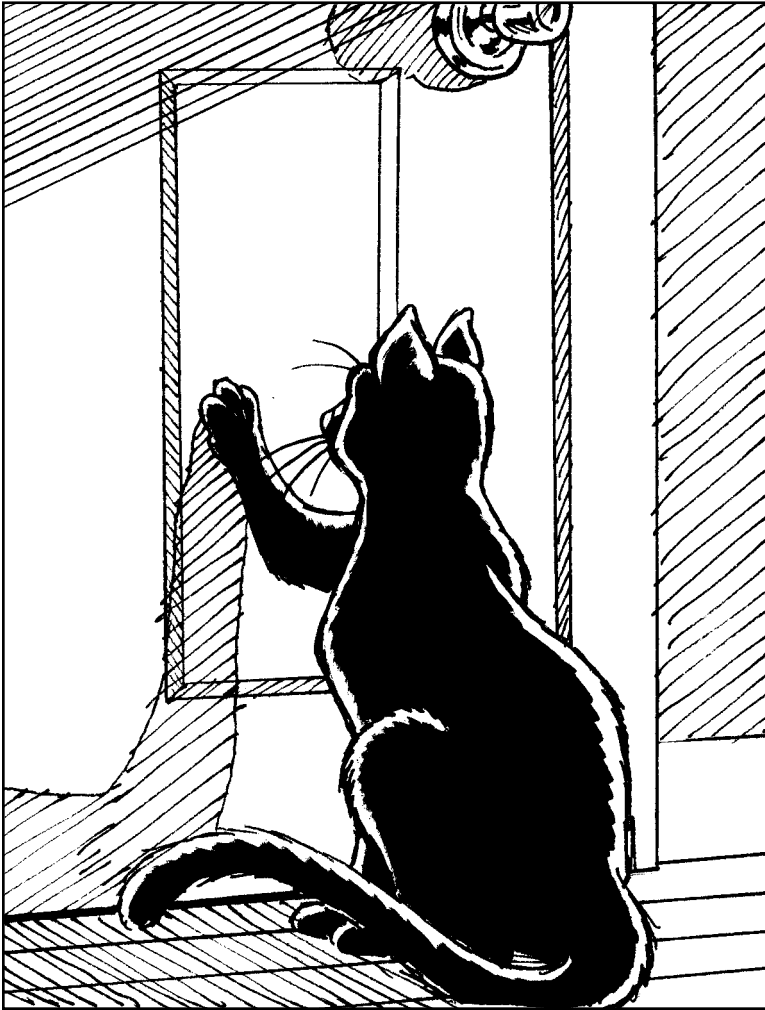


Hey! You just pushed me off the bed.
I know you didn't mean to do that.
Let's play something else,
something that isn't so rough.



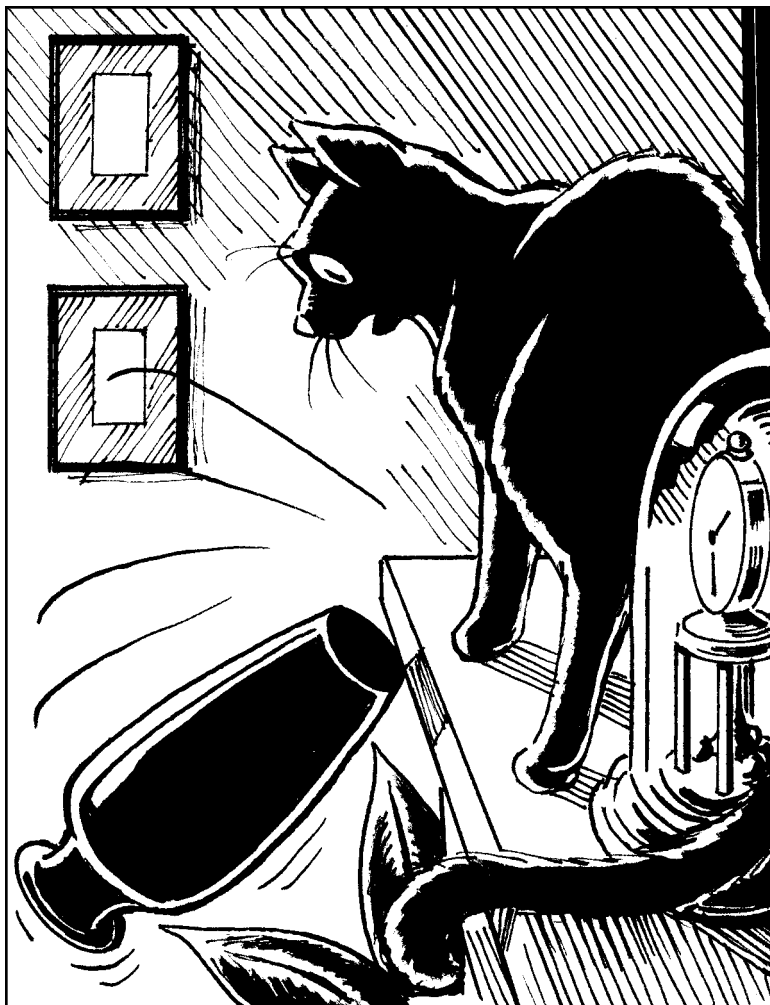
"Okay, Alistair! Out you go."
What? You can't put me out.
I don't want to go out.
I want to be with you!

It's lonely out here.
Come on. Let me in!
If you don't let me in, I'll find
another way to entertain myself.



Don't say I didn't warn you.
I know I'm not supposed
to be up here.
But you're not entertaining me.





Oops.
Don't worry, I'm okay.
As for that vase, well . . .
It was kind of ugly, don't you think?

Now I'll find something else to do.
Something that isn't so dangerous.
I know! I'll play Kitty Super Hero!





I'm watching for burglars.
All clear to the east, but there's
trouble to the west.



Oh. It's you.

"Honey?" says Dan.

"Where are you going?"

"I can't sleep," says Becky.

"I'm going to read."

"Come on, Alistair," says Becky.

"You can come with me."

Well, okay, if you really want me to.
But no love stories. I hate love stories.



"Hey! Look what I found," Becky says.

My mouse. How nice.

But I've had a tough night.

I'm ready to sleep.



Name _____

Point of View

Alistair	Becky or Dan
Lazy people! It's time to get up.	It was 2 a.m. and I was sound asleep when Alistair, our cat, pounced on me.

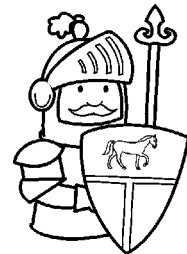
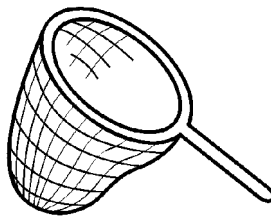
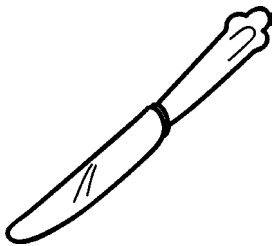
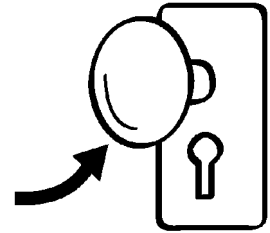
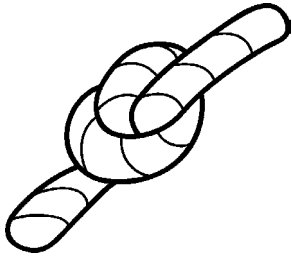
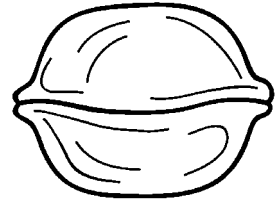
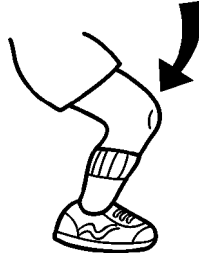
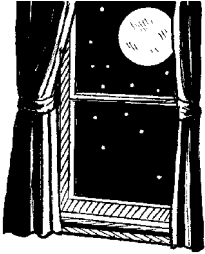
ALISTAIR'S NIGHT • LEVEL 1 • 1

SKILL: IDENTIFY CHARACTER'S POINT OF VIEW

INSTRUCTIONS: Have students write sentences from each character's point of view in the appropriate column. One example has been completed.

Name _____

n or kn



INSTRUCTIONS: Review the pictures together. Have students determine if the word begins with *n* or *kn* (silent letter *k*) and write the word below each picture.

Name _____

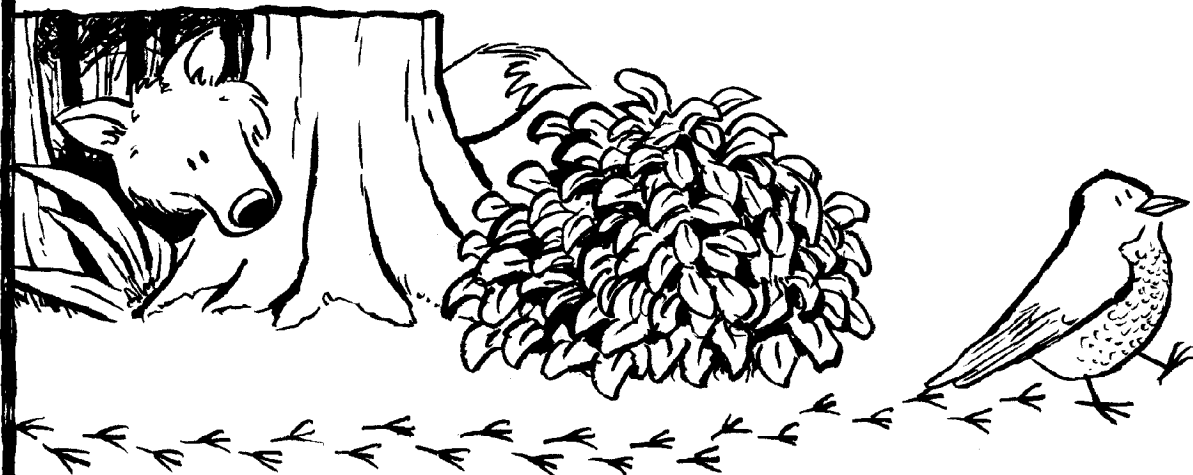
it's
they're
where's
you'd
what's
didn't
let's
can't
don't
I'll
I'm
you're
isn't
there's
I've

they are
did not
where is
I will
you are
there is
it is
you would
what is
is not
I have
do not
I am
can not
let us

INSTRUCTIONS: Have students draw lines to match the words with their contractions.

LEVELED READER • I

Why Robins Hop

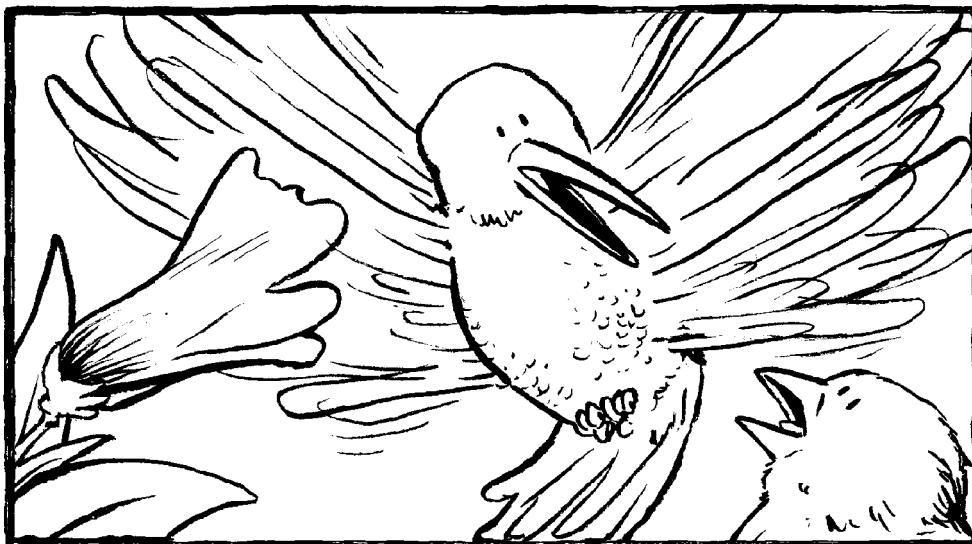


Adapted by Annette Carruthers • Illustrated by Chris Baldwin

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Why Robins Hop

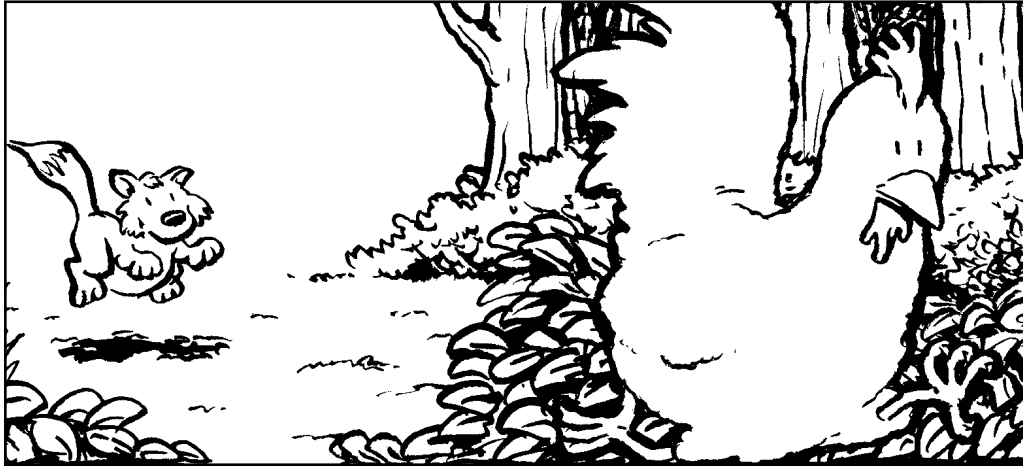
A Reading A-Z Level 1 Leveled Reader • Word Count: 251



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Why Robins Hop



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Correlation	
LEVEL I	
Fountas & Pinnell	1
Reading Recovery	15
DRA	16

Why Robins Hop
Level I leveled Reader
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Illustrated by Chris Baldwin
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1630 E. River Road #121
Tucson, AZ 85718
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Once, many years ago, all the birds
of the world met together.

They had a problem.

It all started when foxes began to chase robins.

Foxes normally chased chickens.

3

One day, a fox followed the tracks of a chicken.
Or so it thought.
The tracks really belonged to a robin.
At that time, all the birds had the same tracks!

4





Chickens knew to run from foxes.

Robins did not.

So the fox easily chased the robins.

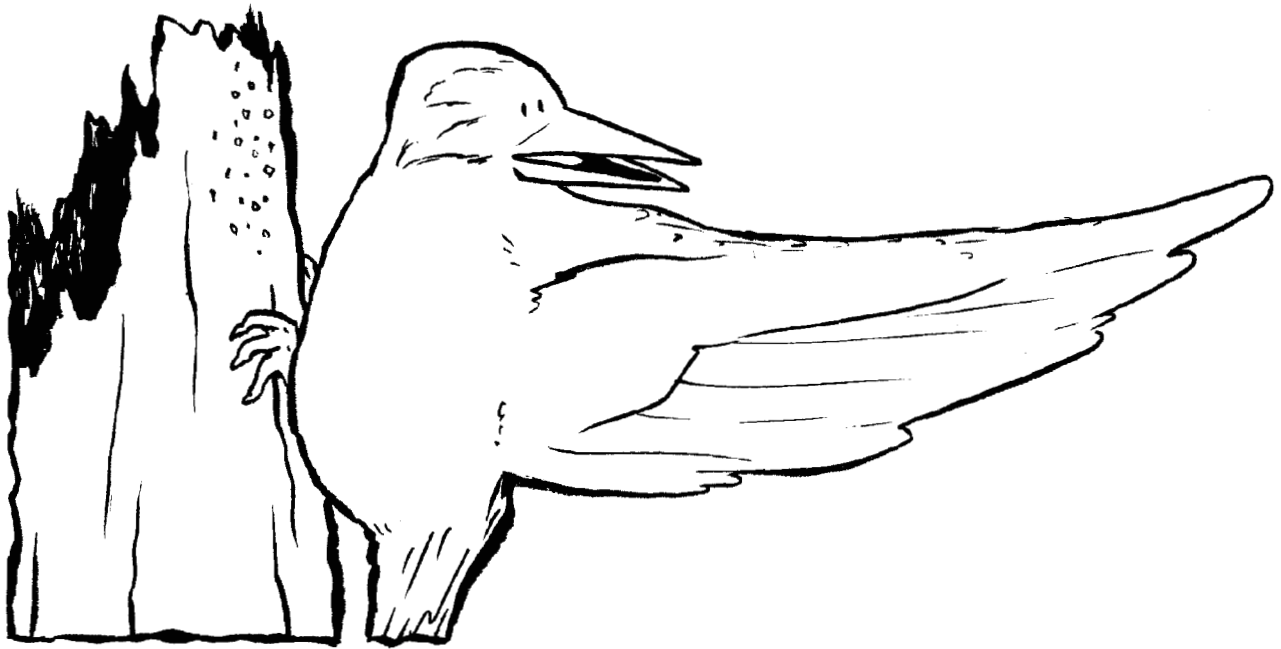
The robins were tired of being chased.

5

6

All the birds met.
They wanted to protect robins from foxes.
They needed a plan.
Owl asked, "What can be done?"



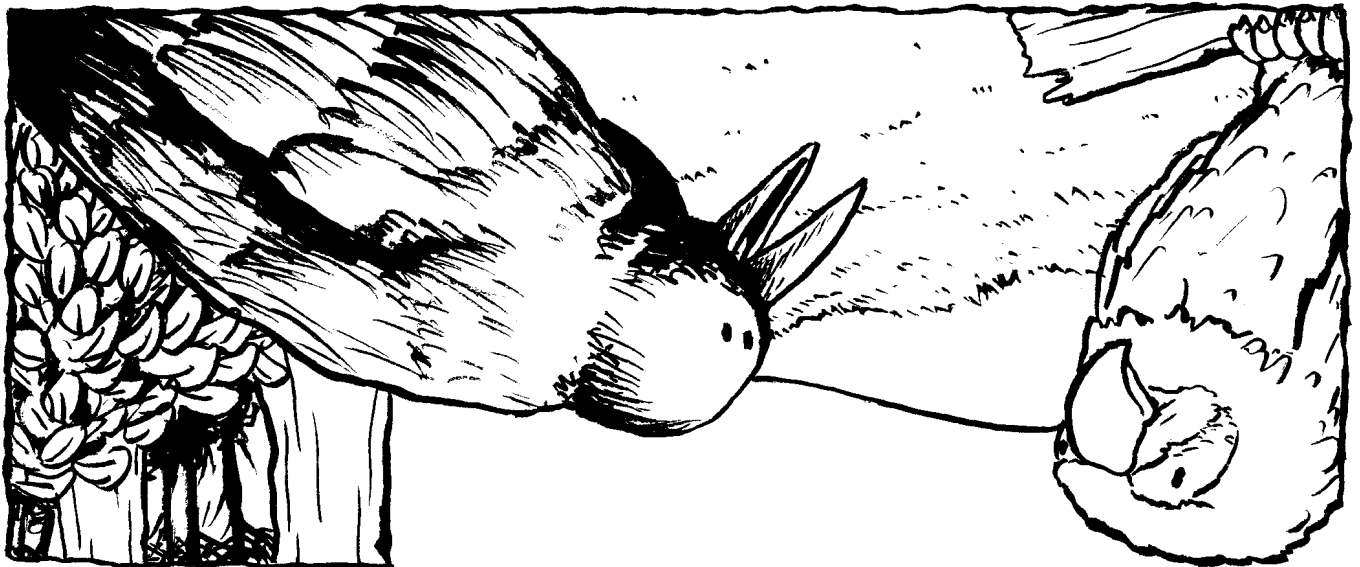


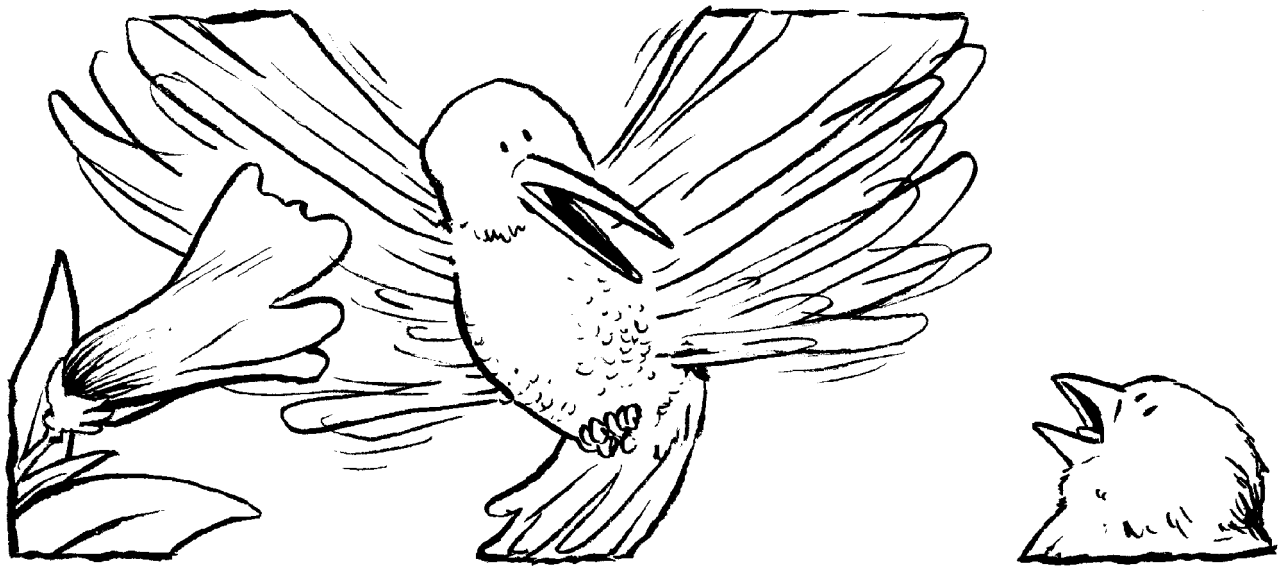
Woodpecker said, "Let robins fly all the time.
Or make them stay in the trees."

7

Crow did not like this plan.
He knew that robins ate worms from the dirt.
"Robins must walk on the ground," he said.

8



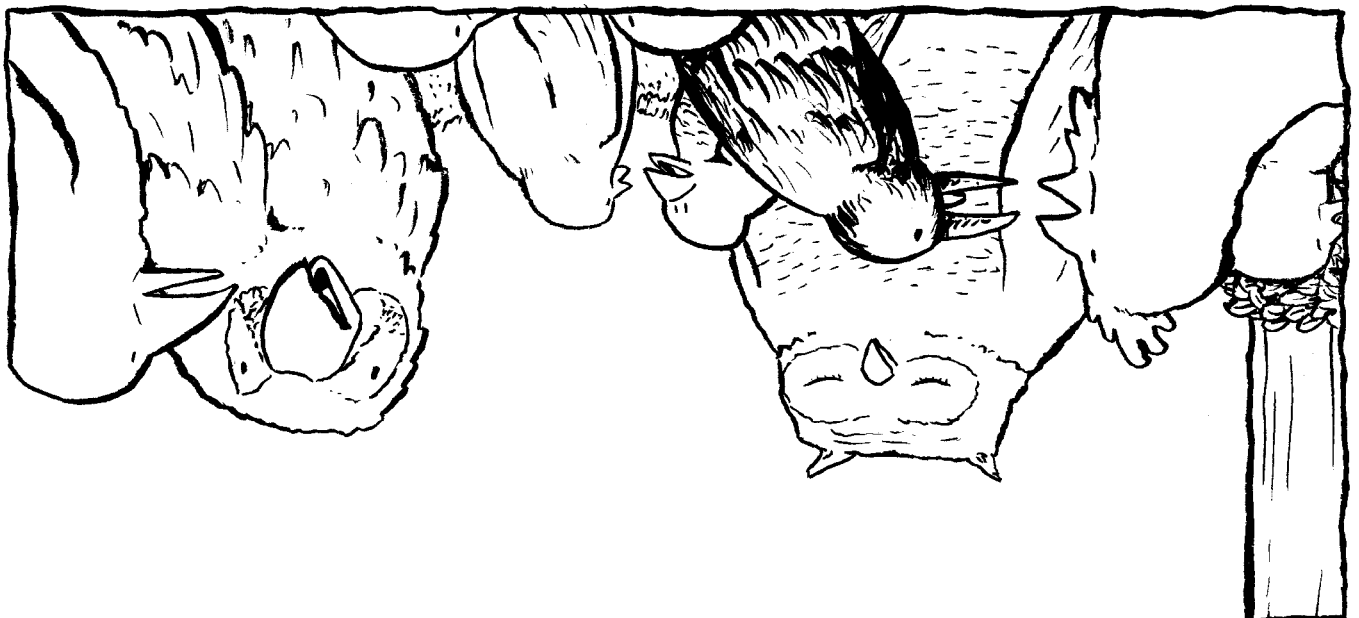


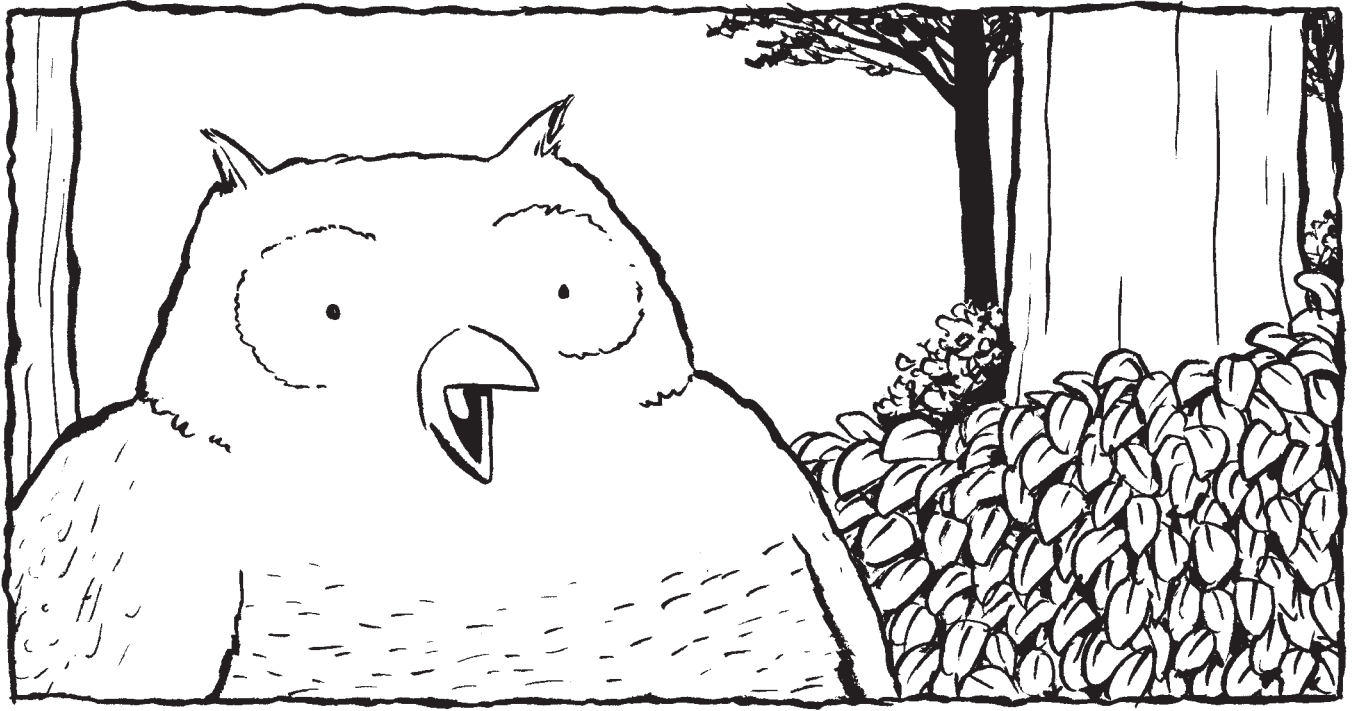
Hummingbird said, "Let robins eat from flowers."
"That won't work either," said Sparrow.
"Robins don't have the proper beaks."

9

The birds thought.
They talked, and they thought some more.

10



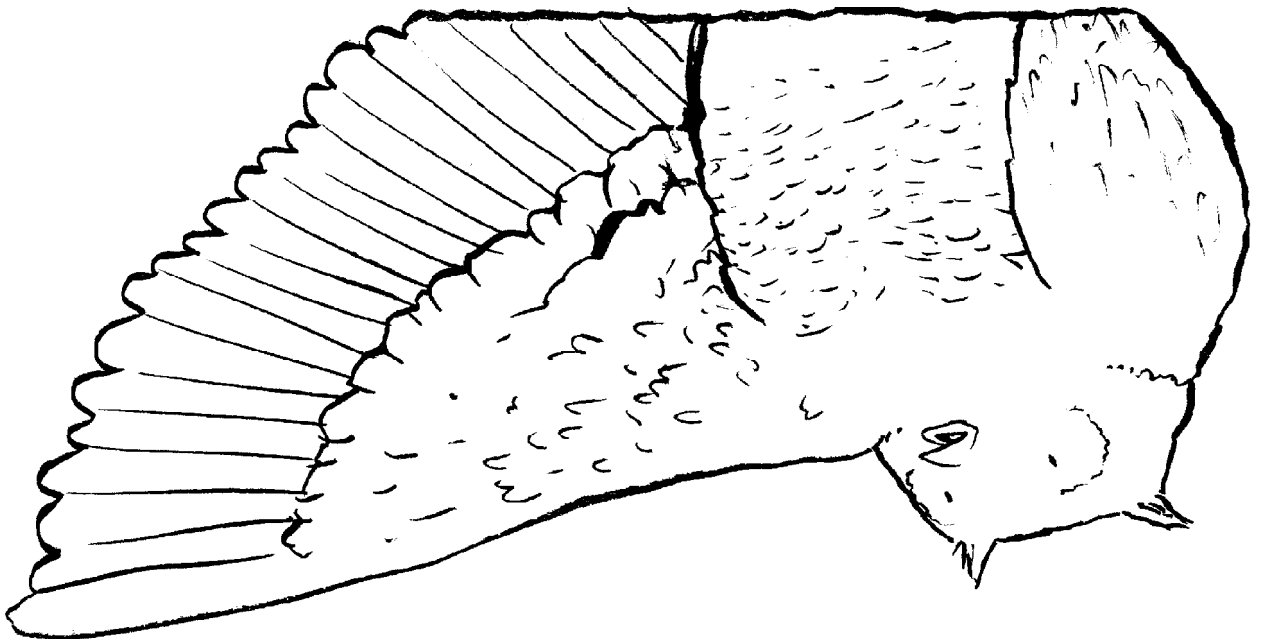


Finally, Owl said, "Let robins hop on both feet."

11

"Robins' tracks will not look like
chickens' tracks if they hop," Owl said.

12



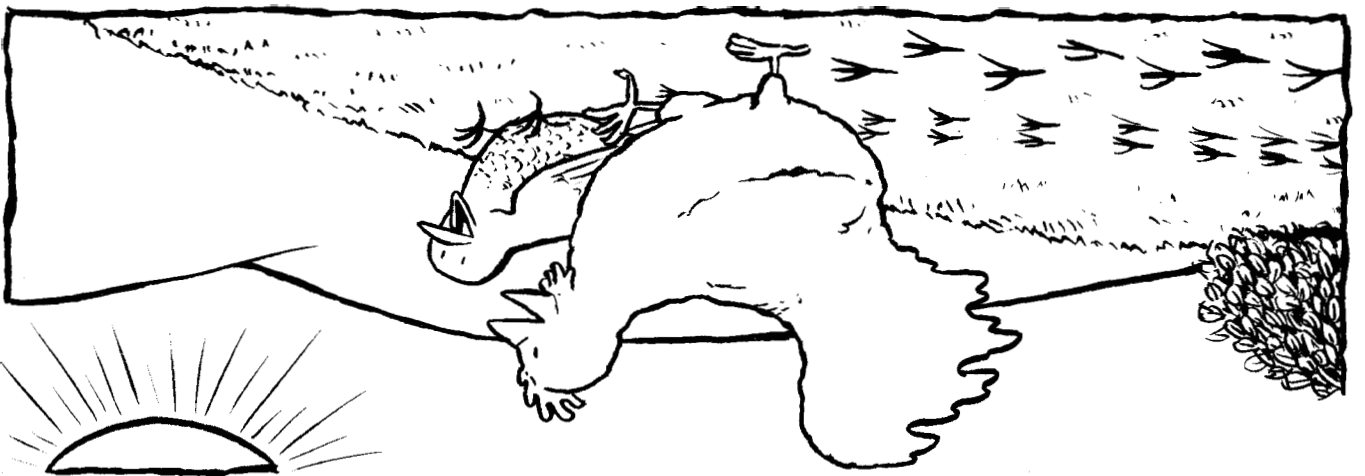


"Good, good!" cried all the birds.
They flapped their wings with joy.

13

Chickens would walk with
one foot after the other.
Robins would hop.
Foxes would not get confused.

14





Owl was glad she could help the robins.
Now, she could sleep.

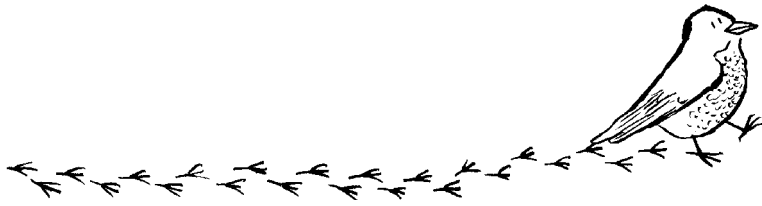
15

From that day on,
foxes only chased chickens.
Robins could search the dirt
for worms in peace.

16



Name _____



Problem
Possible Solutions
1. _____
2. _____
3. _____
Chosen Solution

INSTRUCTIONS: Write the problem in the top box. Write the three solutions the birds suggested on the lines. At the bottom, write the solution that was chosen in *Why Robins Hop*.

Name _____

why

many

fly

cry

normally

easily

sly

finally

only

by

my

silly

story

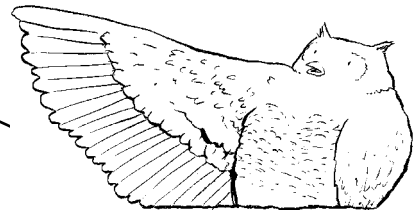
sty

copy

y sounds like long /i/	y sounds like long /e/

INSTRUCTIONS: Have students sort the words by writing them in the correct column.

Name _____



he t

ge to ther

ly on

k ew n

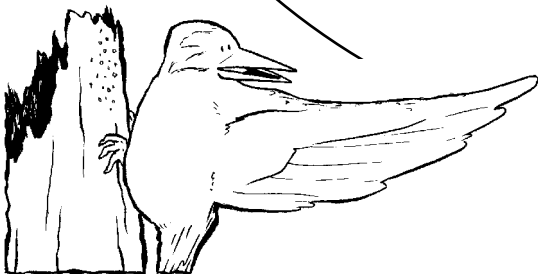
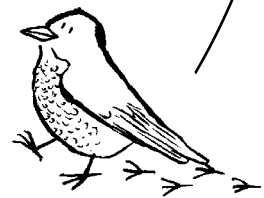
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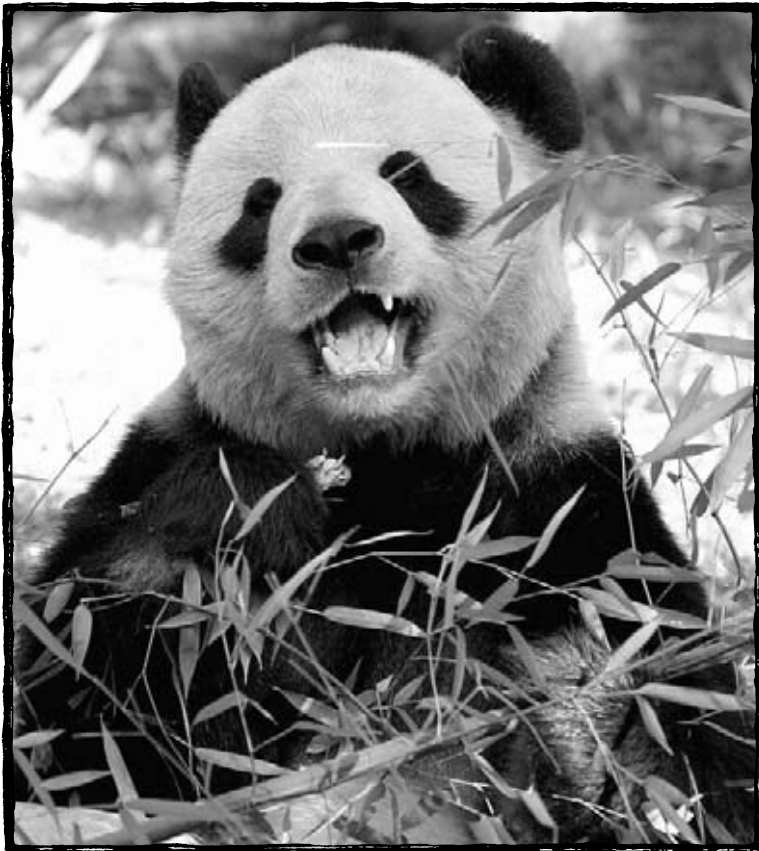


INSTRUCTIONS: Have students unscramble and write the words on the lines.
Have them start with the underlined letters.

Tian Tian a Giant Panda

A Reading A-Z Level 1 Leveled Reader

Word Count: 240

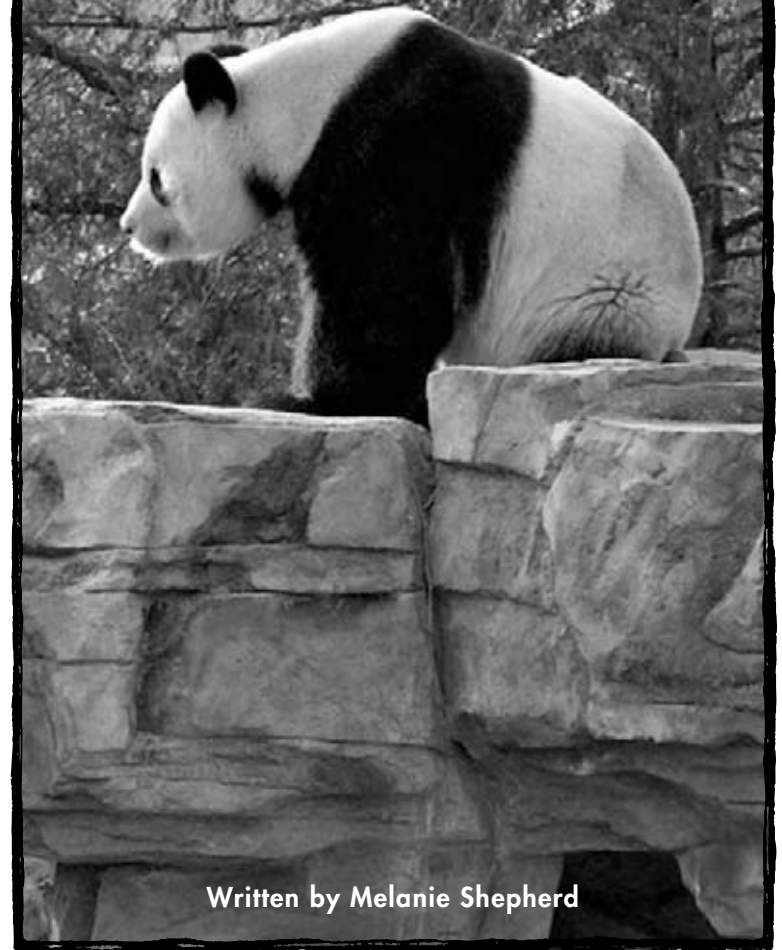


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LEVELED READER • I

Tian Tian a Giant Panda



Written by Melanie Shepherd

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Tian Tian a Giant Panda



Written by Melanie Shepherd

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Level I Leveled Reader
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Correlation

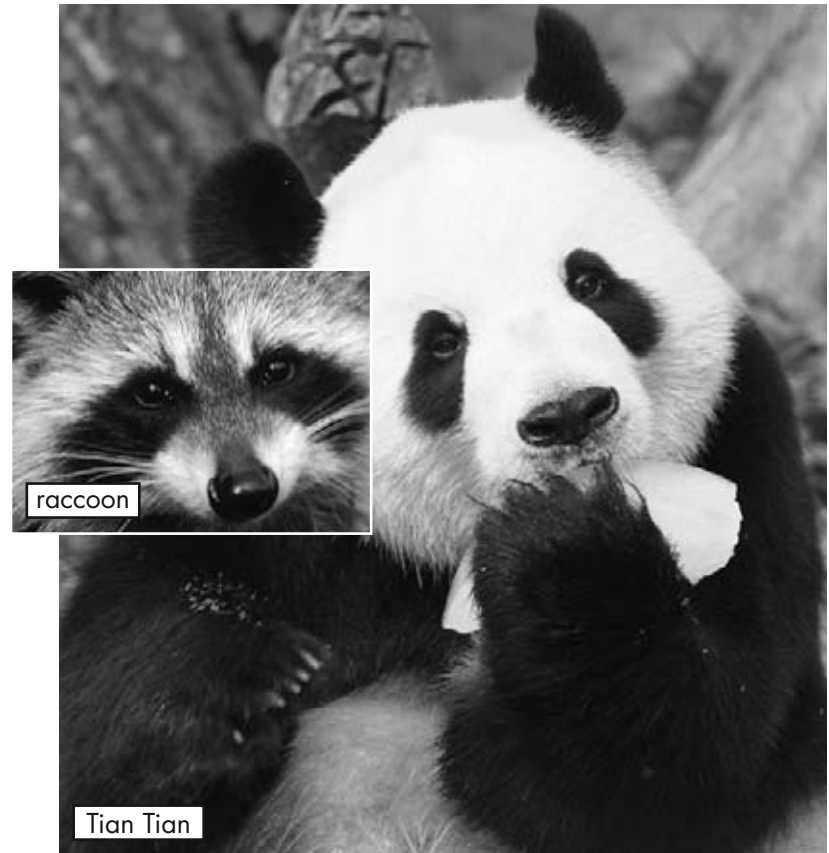
LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15
DRA	16



This is Tian Tian.

He is a **giant panda**.

Most giant pandas have black and white fur like Tian Tian.



Tian Tian has black fur around his eyes.

Raccoons have black fur around their eyes, too.

But Tian Tian is not a raccoon.

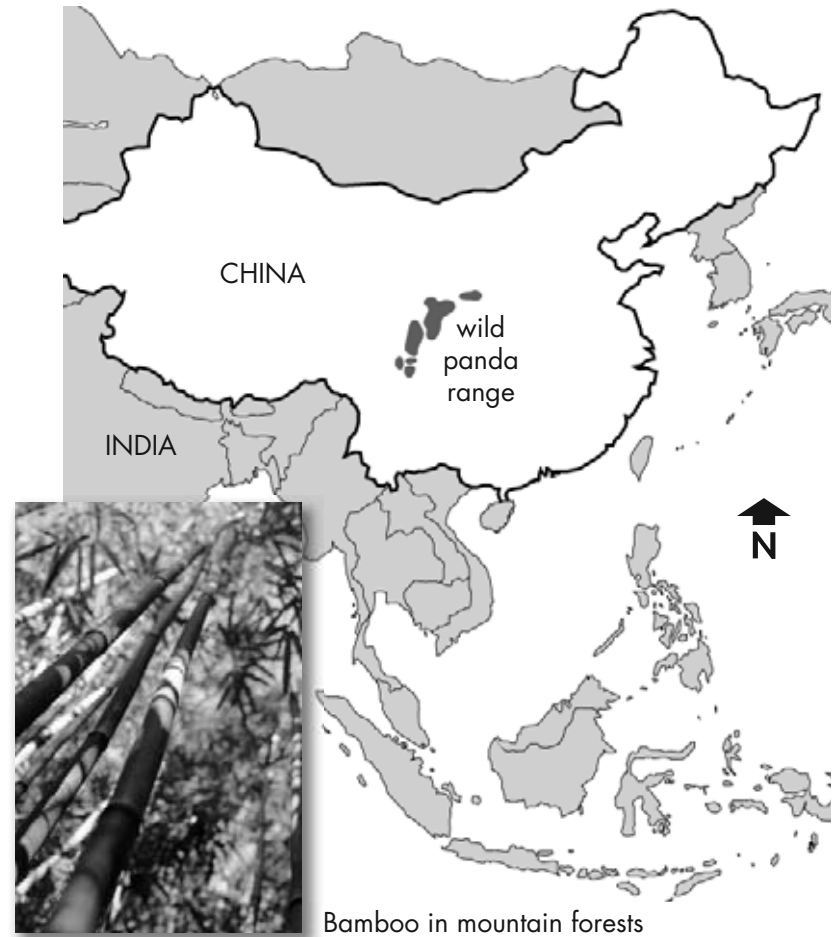
He is a **bear**.

All giant pandas are bears.



The place where Tian Tian was born in China

Tian Tian was born in China.
He now lives at a zoo
in the United States.
He came to the United States
when he was three years old.
In China, he lived at a
special place for pandas.



Bamboo in mountain forests

China is the only place
where **wild** giant pandas live.
They live in mountain **forests**.
There are only about 1,000
wild giant pandas in China.



All giant pandas eat a plant called **bamboo**.

Bamboo grows in the mountain forests in China.

More people are cutting down the forests.

Without bamboo, giant pandas cannot **survive**.



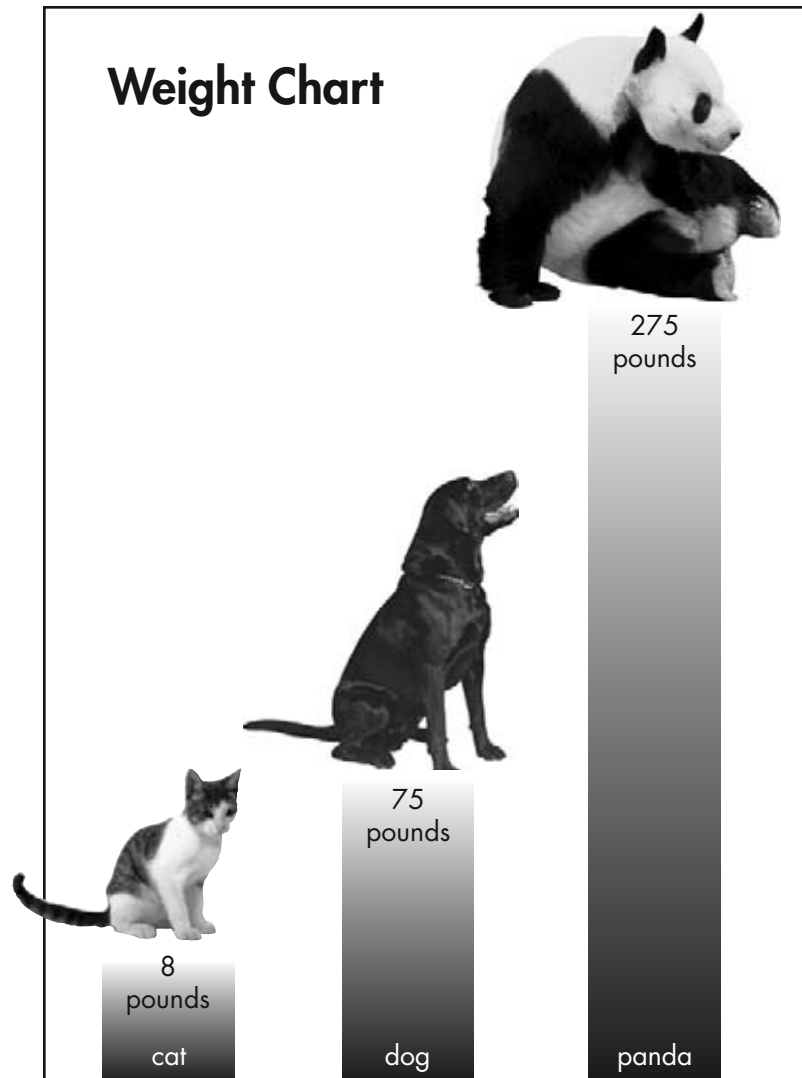
Tian Tian and his mate Mei Xiang eat.

Tian Tian eats bamboo.

He can eat 40 pounds of bamboo every day.

He also eats biscuits.

He eats special fruit popsicles, too.



Tian Tian is very big and strong.
He **weighs** 275 pounds.
That's as much as 34 cats.



Tian Tian's baby Tai Shan, top, with his mom Mei Xiang.

Tian Tian turned eight years old in 2005.
He became a father in 2005, too.
His baby was born at the zoo.
The baby is growing strong
like Tian Tian.



Tian Tian and Mei Xiang play at the zoo.

Tian Tian stays strong by playing.
 He plays with toys.
 He also plays in trees.
 Do you like to play?
 How is Tian Tian like you?

Glossary

- bamboo** (*n.*) a plant with long woody stems and long leaves (p. 7)
- bear** (*n.*) large animal with lots of fur and a short tail (p. 4)
- forests** (*n.*) large areas of land covered with lots of trees (p. 6)
- giant panda** (*n.*) bear from China that eats bamboo and has black and white fur (p. 3)
- special** (*adj.*) for a certain thing or purpose (p. 5)
- survive** (*v.*) to stay alive (p. 7)
- weighs** (*v.*) to have a certain heaviness or weight (p. 9)
- wild** (*adj.*) living or growing in nature (p. 6)

Name _____

K: Information I Know

W: Information I Want to Know

L: Information I Learned

TIAN TIAN, A GIANT PANDA • LEVEL 1 • 1

SKILL: KWL/ASK AND ANSWER QUESTIONS

Instructions: In the first row, have students write what they already know about *giant pandas*. In the second row, have them write what they would like to learn. After they finish reading, have students fill in the third row with information they learned from reading the book.

Name _____

Tian Tian is
a Giant Panda



Detail

TIAN TIAN, A GIANT PANDA • LEVEL 1 • 2

Detail

Detail

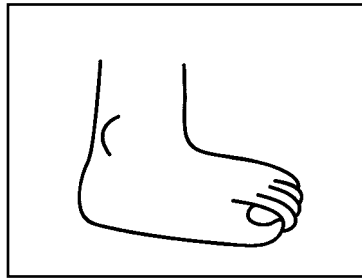
SKILL: MAIN IDEA AND DETAILS

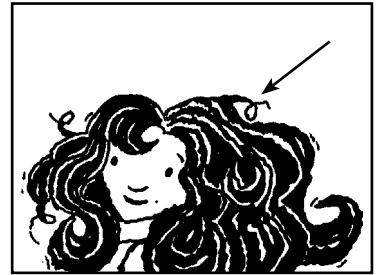
Instructions: Read the main idea aloud to students. Then have them write three details that support the main idea.

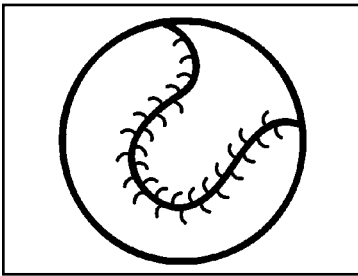
Name _____

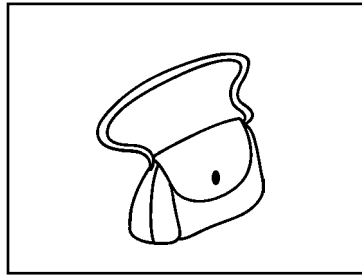
ur

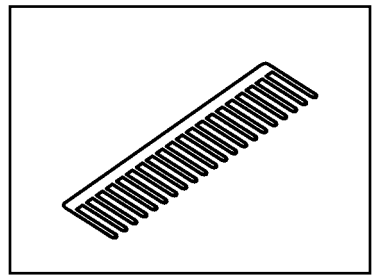












Instructions: Name the pictures with students and have them listen to the vowel sound in each word. Then have them write the *ur* letter combination on the line below each picture with the r-controlled /ur/ sound.

Name _____

he his her they their

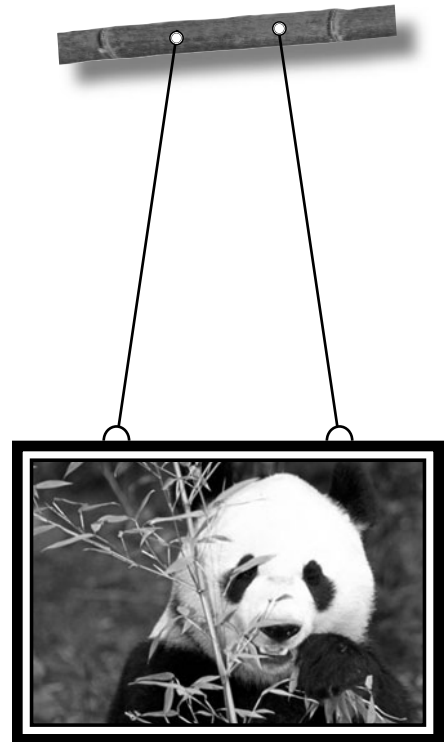
1. Mary's brother, Tom, also came.

2. Tom loves the zoo.

3. The pandas are Tom's favorite animal.

4. The pandas were playing.

5. Tom and Mary's parents took a picture of them.

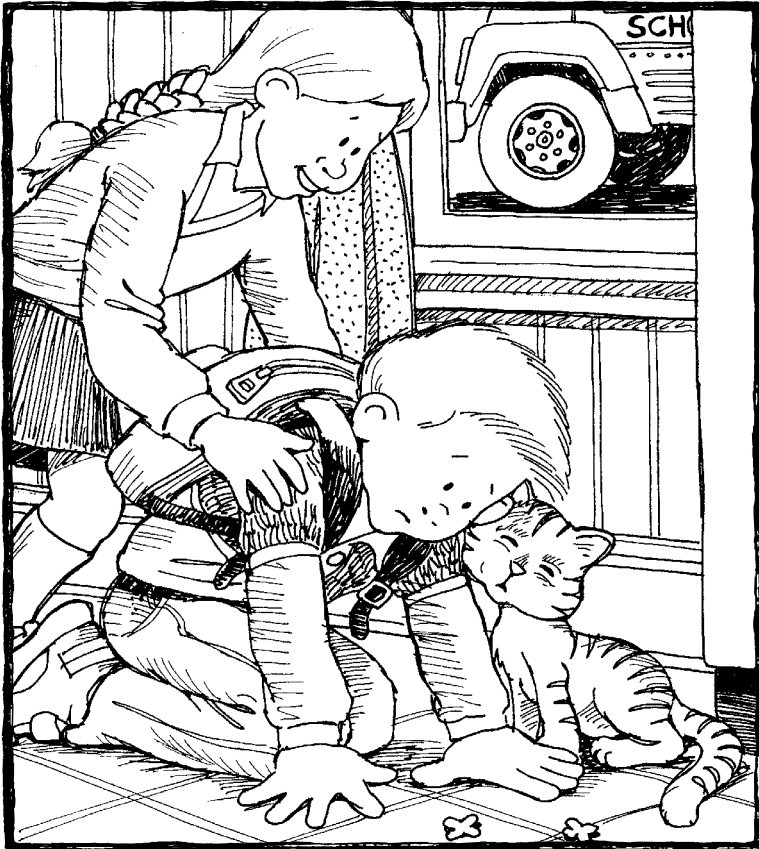


Instructions: Read each sentence with students. Have students replace the underlined word(s) in each sentence with a pronoun and write it on the line.

Mike's Good Bad Day

A Reading A-Z Level 1 Leveled Reader

Word Count: 210




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LEVELED READER • I

Mike's Good Bad Day



Written by Alyse Sweeney
Illustrated by John Kastner

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Mike's Good Bad Day



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Mike's Good Bad Day
Level I Leveled Reader
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Illustrated by John Kastner

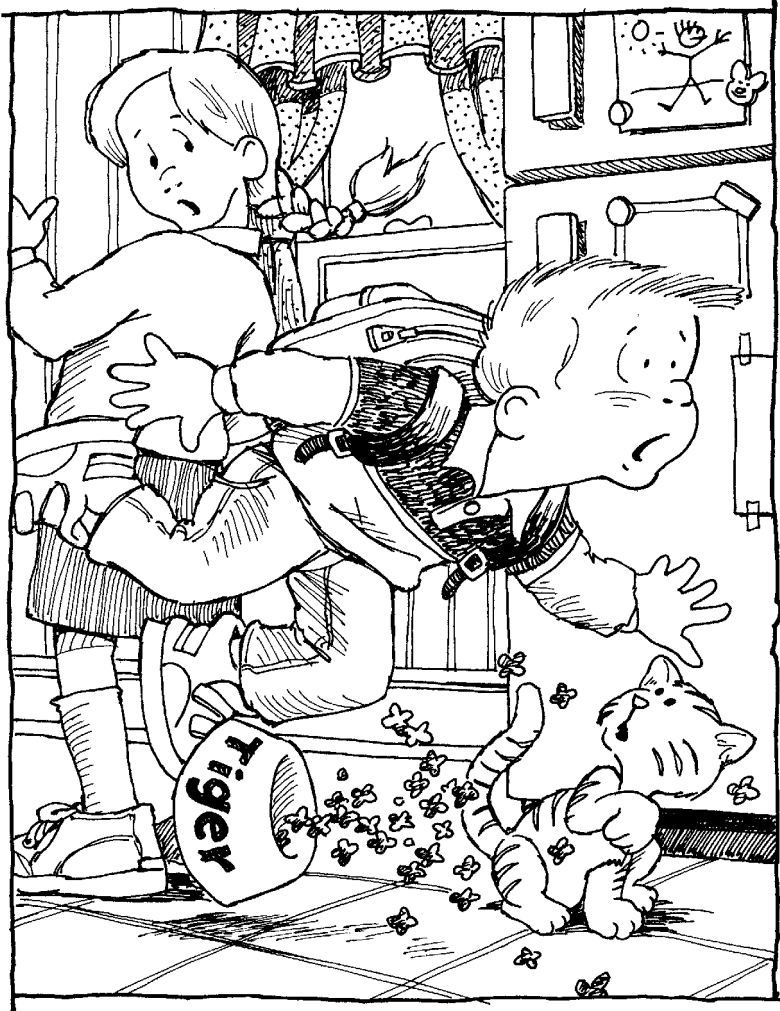
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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15
DRA	16



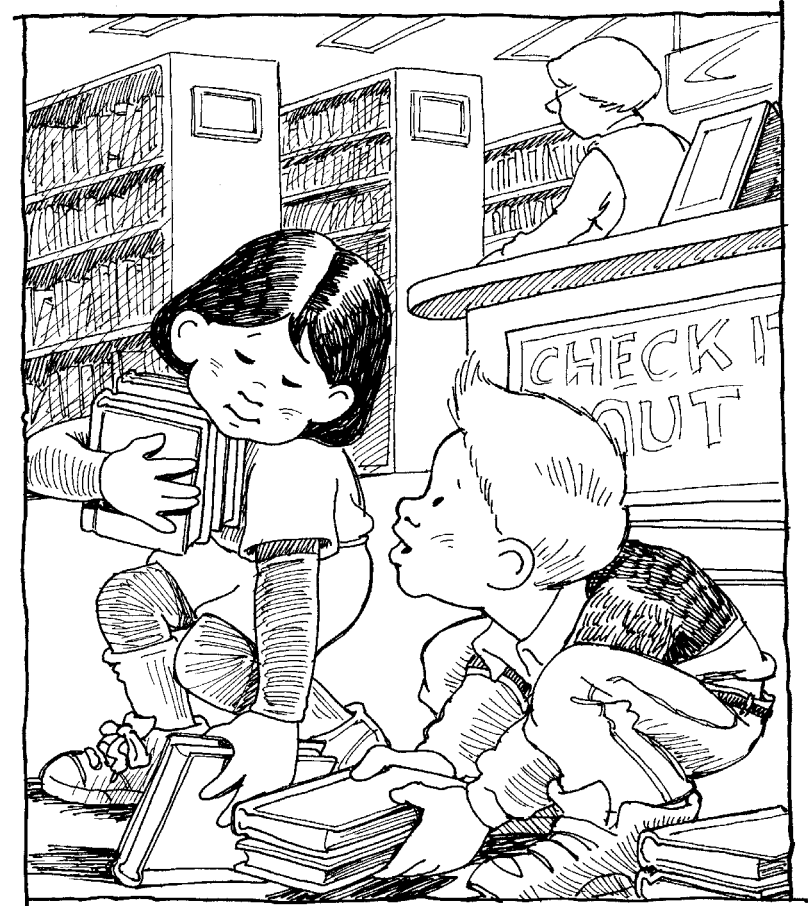
Mike was having a bad day.
At breakfast, he tripped
over Tiger's bowl.
Cat food spilled everywhere.



"I'll clean up, clumsy," teased his
older sister.
"You need to get the bus."
"Thanks!" called Mike.



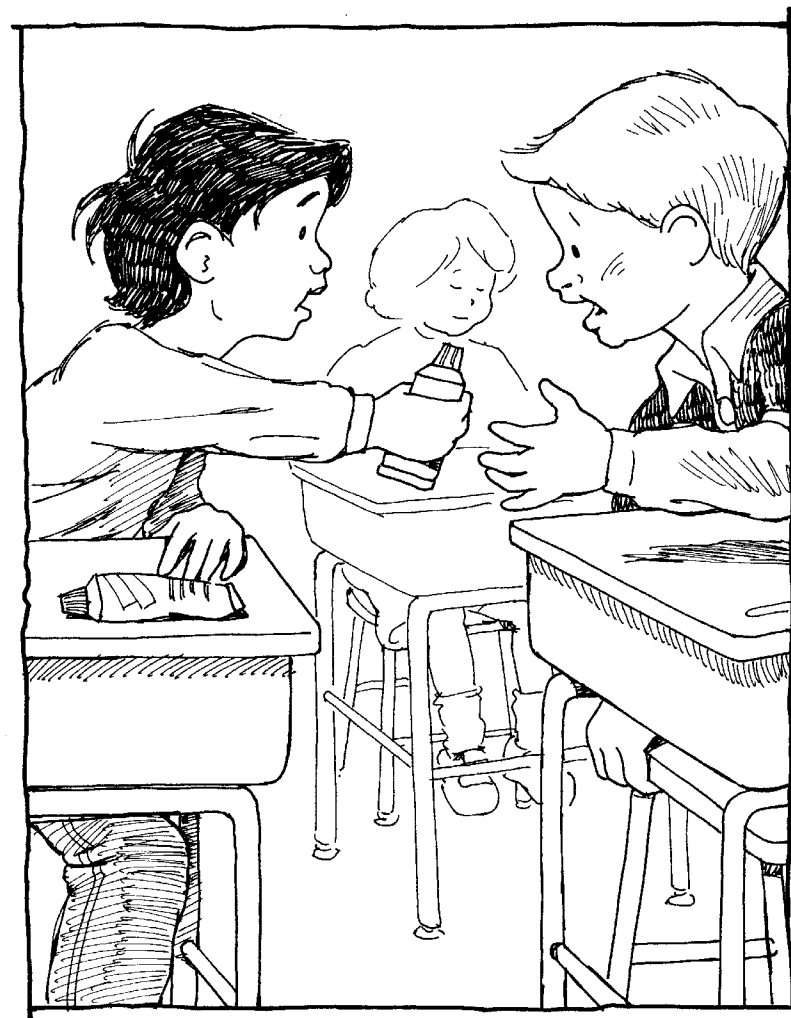
At the school library,
Mike checked out eight shark books.
THUMP THUMP fell the books.
He couldn't carry them all.



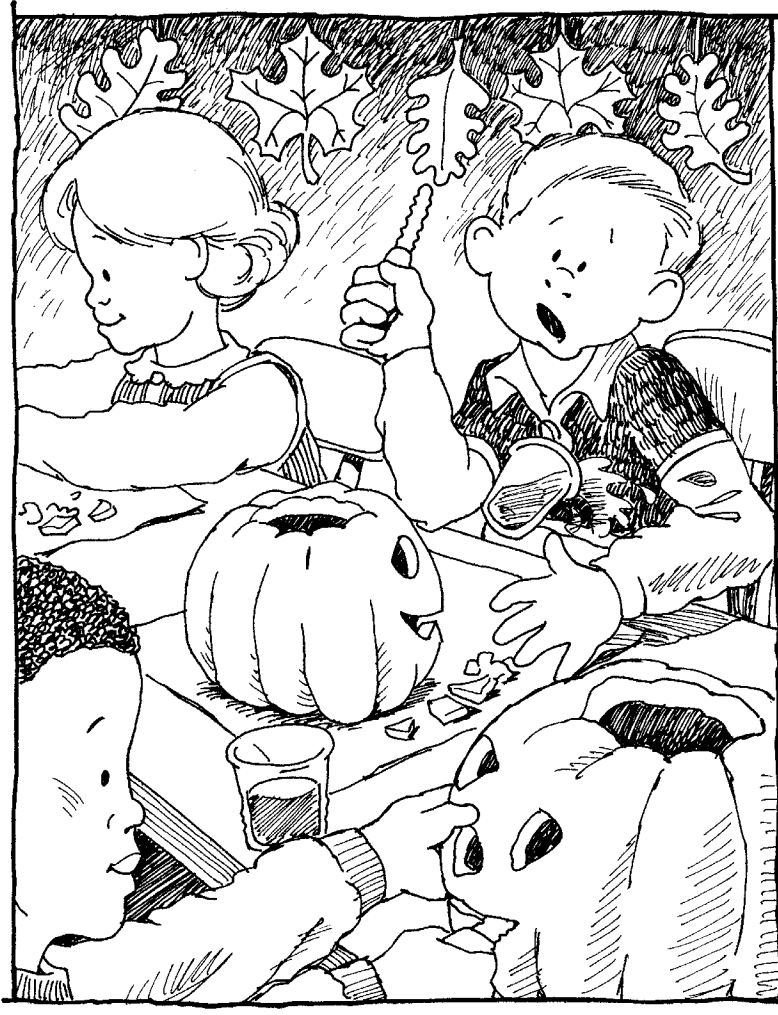
"Need help?" asked Pam.
"I only have two books."
"Sure!" said Mike. "Thanks, Pam!"
Pam carried some of his books
back to class.



"Time to frost cookies for the fall festival this afternoon," said Ms. Platt. "Take out your frosting."
"Uh-oh," said Mike.
"My frosting is at home!"



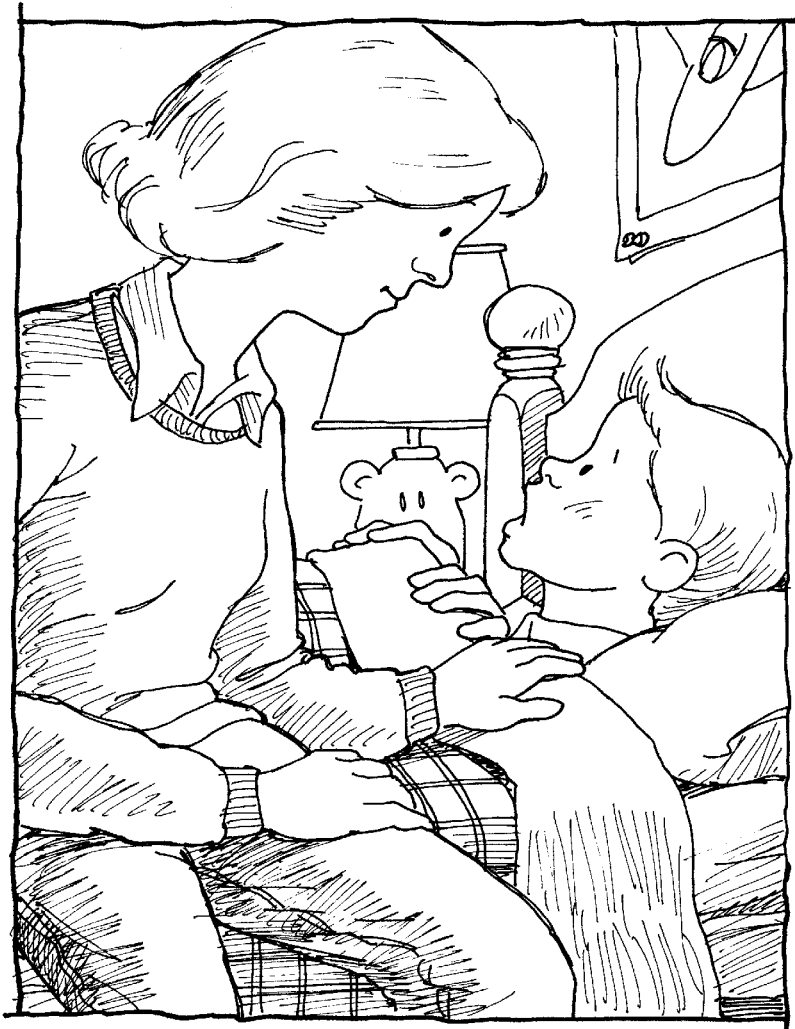
"You can use some of mine," said Jose. "I have a lot."
Mike smiled.
"Thanks, Jose."



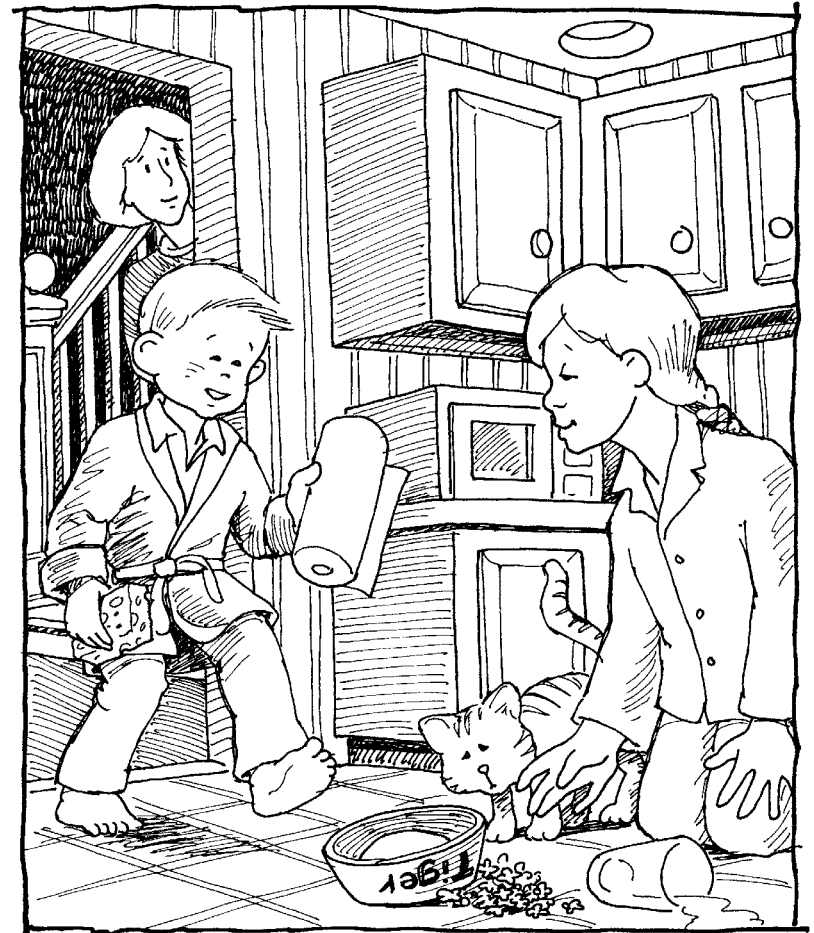
The fall festival was here!
Mike was carving a pumpkin,
when—SPLASH!
His elbow bumped his orange punch.



"Now you look like a pumpkin!"
joked Dave.
"I'll get my soccer shirt," Dave said.
"You can wear it."
"Great!" said Mike. "Thanks, Dave."



That night, Mike told his mom all that went wrong that day. But he also told her how nice everyone had been.



Just then, Mike heard a CRASH!
His sister tripped over Tiger's bowl.
"Need help, clumsy?" laughed Mike, as he came down the stairs.
"Thanks," said his sleepy sister.

Name _____

Cause



Effect

MIKE'S GOOD BAD DAY • LEVEL 1 • 1

Cause



Effect

Cause



Effect

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: As you read, list causes in the left column and their effects in the right column.

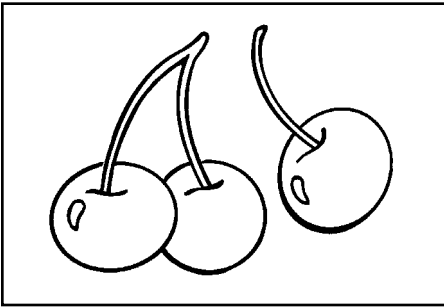
Name _____

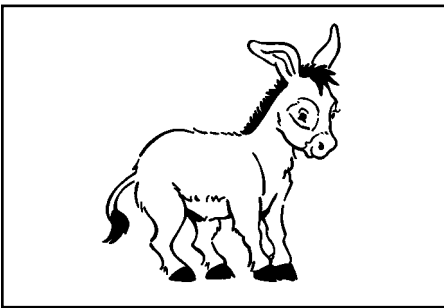
donkey

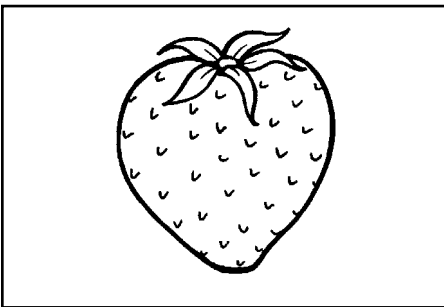
strawberry

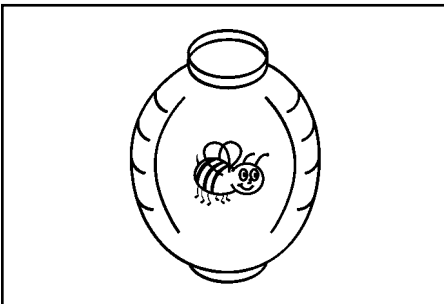
cherry

honey









INSTRUCTIONS: Identify the name of each picture with students. Have them choose the correct open vowel word from the word box for each picture and write it on the line next to the picture.

Name _____

1. Mike _____ to the bus.
(hurry)

2. Pam _____ the books.
(carry)

3. He _____ for the test.
(study)

4. She _____ when she fell.
(cry)

5. He _____ to clean the mess.
(try)



INSTRUCTIONS: Have students add the suffix *-ed* to each base word and write it in the blank to complete the sentence.

LEVELED READER • I

How to Make Paper

Written by Annette Carruthers

www.readinga-z.com

How to Make Paper

A Reading A-Z Level I Leveled Reader • Word Count: 253



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How to Make Paper



Written by Annette Carruthers

www.readinga-z.com

LEVEL 1	
Fountas & Pinnell	1
Reading Recovery	15
DRA	16

Correlation



Note to reader:
An adult will be needed for some of the steps in this how-to book. Look for this icon:

How to Make Paper
Level 1 Leveled Reader
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Written by Annette Carruthers
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www.readinga-z.com

Have you ever wanted to know how paper is made? Paper is often made with machines in big **mills**. But you can make your own paper at home or school. You just need a few **supplies** and some help from an adult.



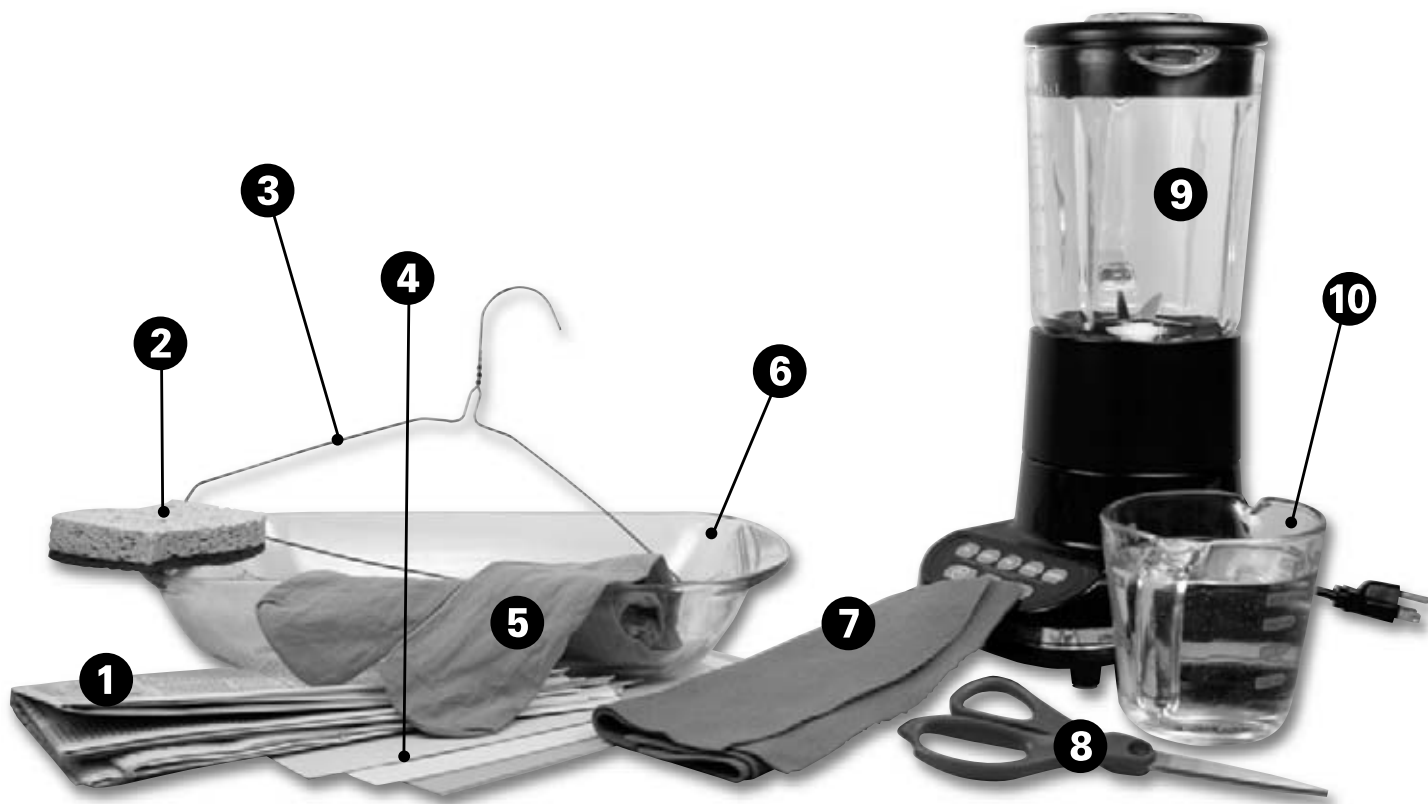
Rolls of paper inside a paper mill.

3

4

Here are the supplies you will need:

- | | |
|-------------------------|---|
| 1 Newspaper | 4 Old paper (cards, magazines, newspaper, paper bags, etc.) |
| 2 Sponge | |
| 3 Wire hanger | |
| 5 Old pair of pantyhose | |
| 6 Flat pan (9" x 13") | |
| 7 2 pieces of felt | |
| 8 Scissors | |
| 9 Blender | |
| 10 Water | |



5

9



The first step to making paper is to find old paper. Rip the paper into small pieces. Rip enough paper to fill one cup.

Second, put all the paper pieces in a blender. Pour three cups of warm water into the blender.

Blend the paper and water on high for 10 seconds.

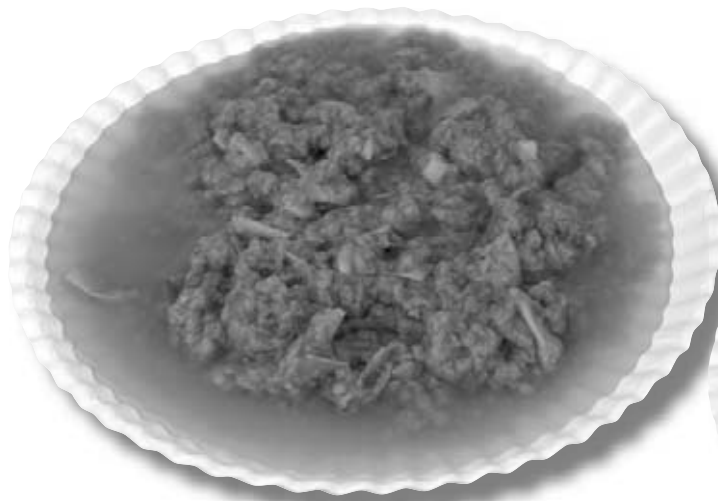


7

The paper and water will turn into **pulp**. The pulp should look like thick soup.



8



Too chunky



Too watery

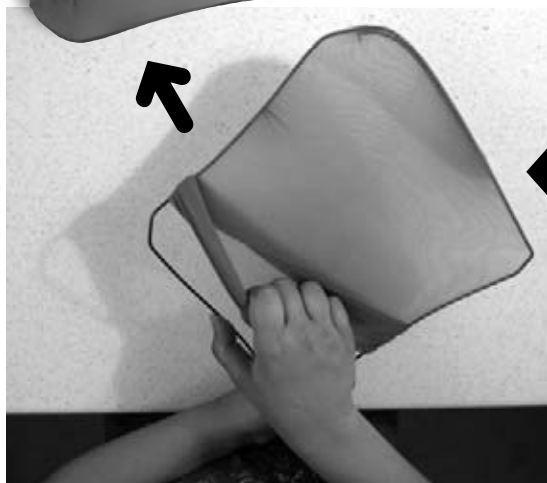
Add more water if the pulp is as thick as oatmeal.

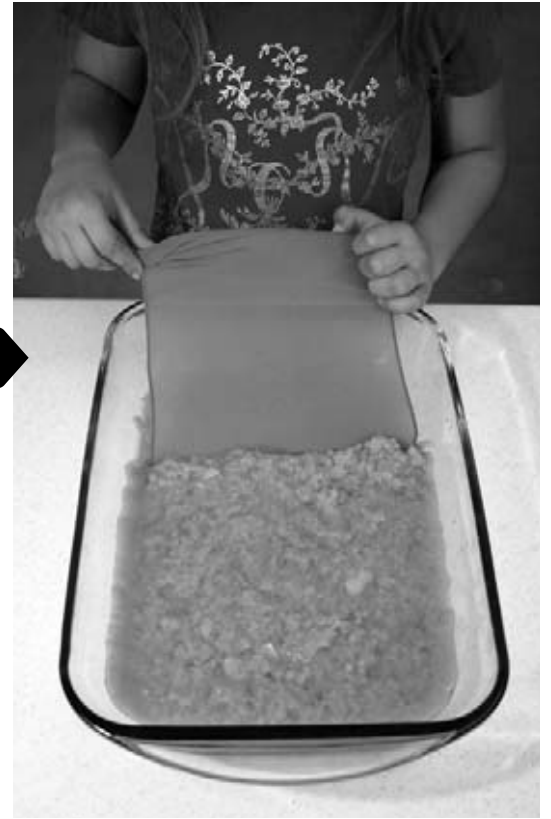
Add more paper if the pulp is as thin as water.

9

10

Third, bend the wire hanger into a rectangle.
Put the hanger inside the leg.
This is the **frame** for your paper.



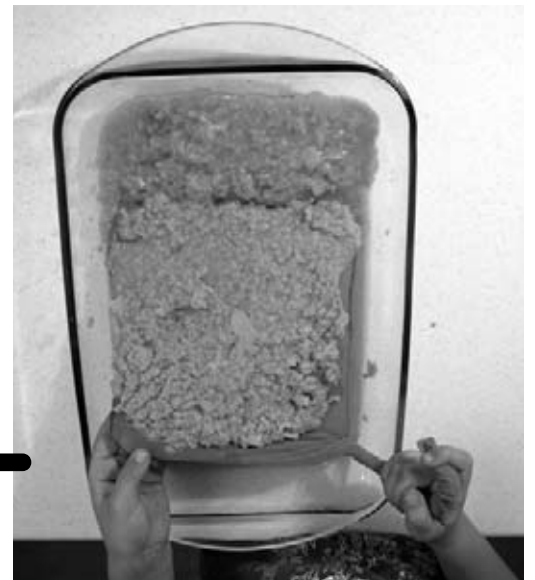


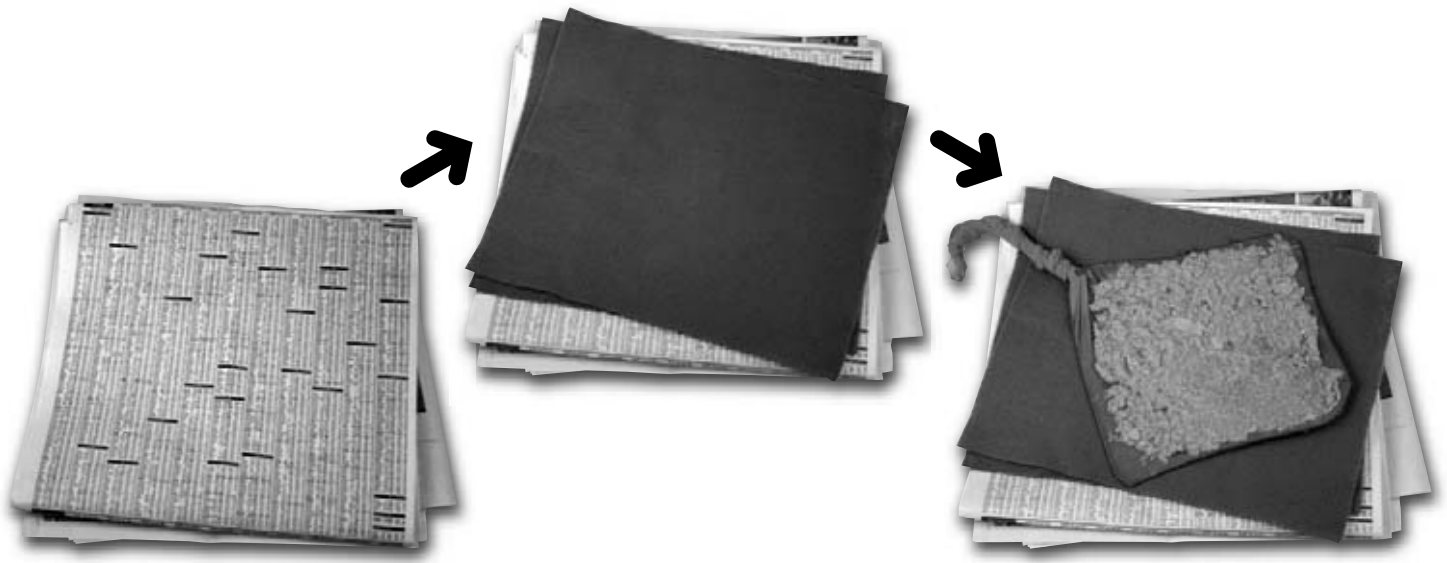
Fourth, pour the pulp into the flat pan.
Slide the frame into the pan.
Move the frame around until
the pulp evenly covers it.

11

12

Slowly lift the frame out of the pan.
Hold it flat above the pan.
Let the extra water drip into the pan.



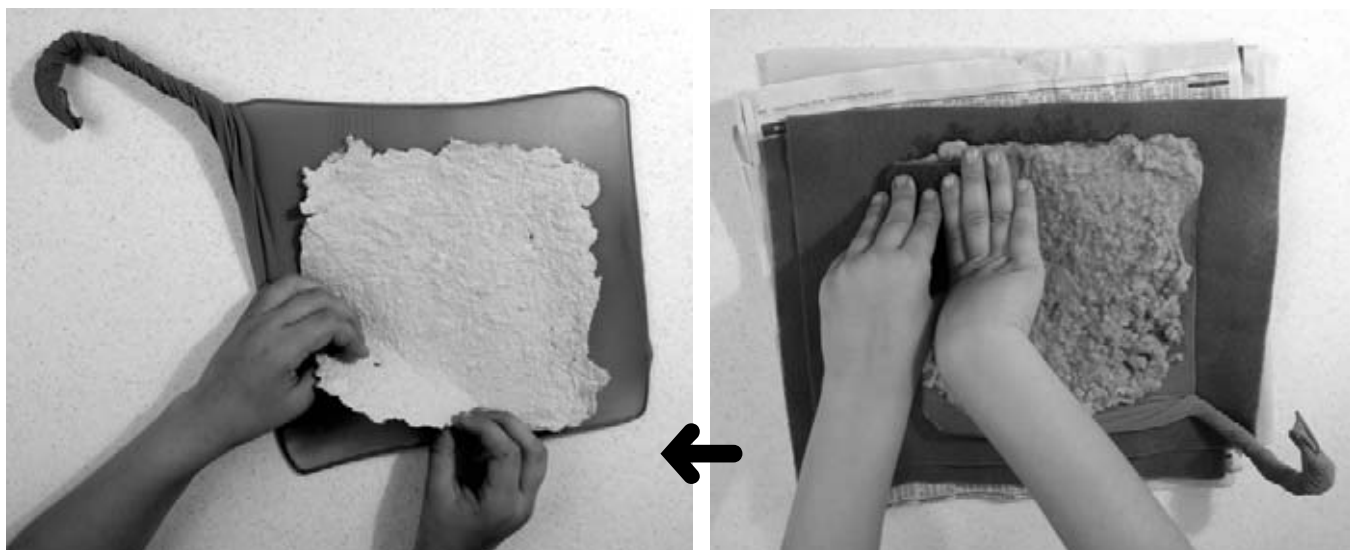


Fifth, place 10 sheets of newspaper on a flat table.
Place two pieces of felt on top of the newspaper.
Lay the frame with the pulp side up on the felt.

13

Press a sponge on the pulp to soak up the extra water.
Let the pulp dry on the frame for 24 hours.
Then, peel the paper from the frame.

14





You did it!
 You made your own paper.
 Use your paper to make cards
 or write notes to someone.

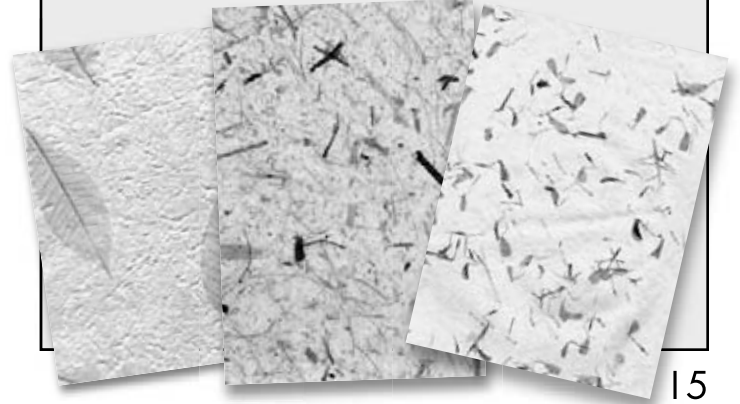
Add Plants

You can use:

- grass
- flowers
- leaves



Place the plants onto the pulp
 after the steps on page 13.



15

16

paper mill, 3
 water, 4, 7-9, 12, 14

cards, 4, 15
 newspaper, 4, 13

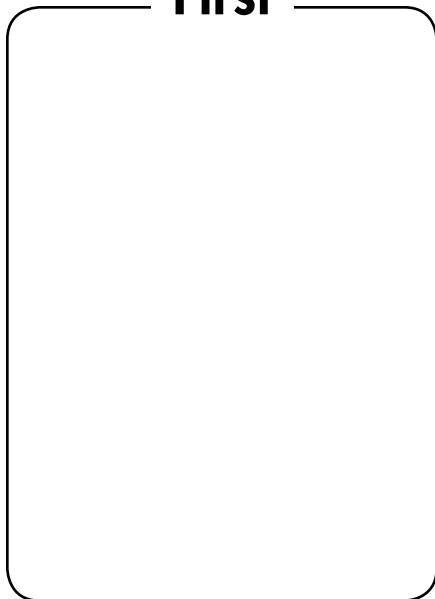
Index

blend (v.) to mix materials together (p. 7)
frame (n.) solid parts that surround something for support (p. 10)
mills (n.) buildings where materials such as paper or steel are made (p. 3)
pulp (n.) a mass of soft, wet material (p. 8)
supplies (n.) the things needed for a task (p. 3)

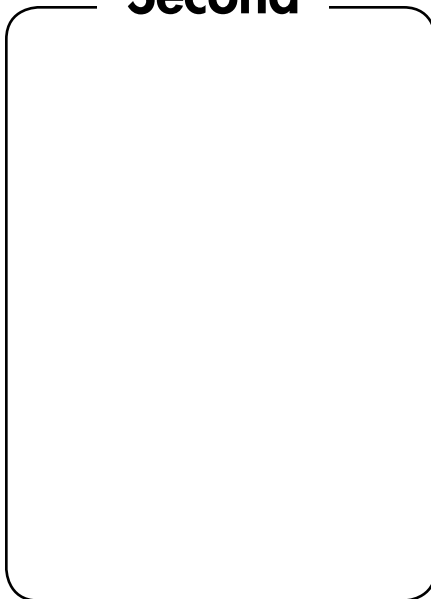
Glossary

Name _____

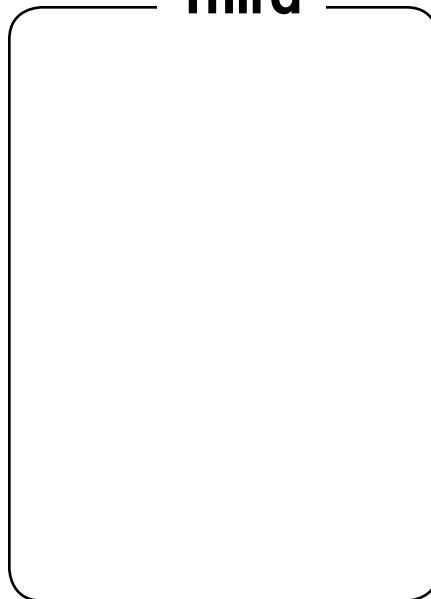
First



Second

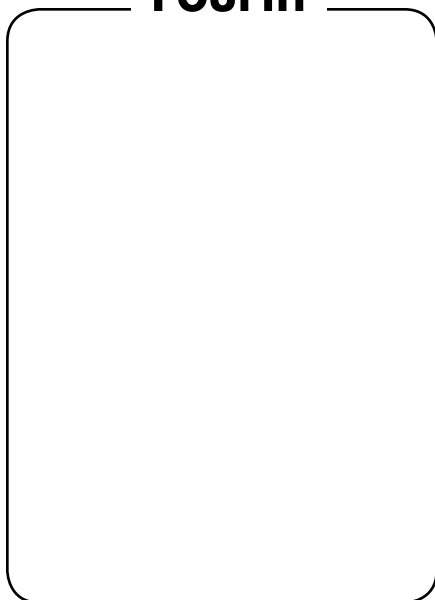


Third

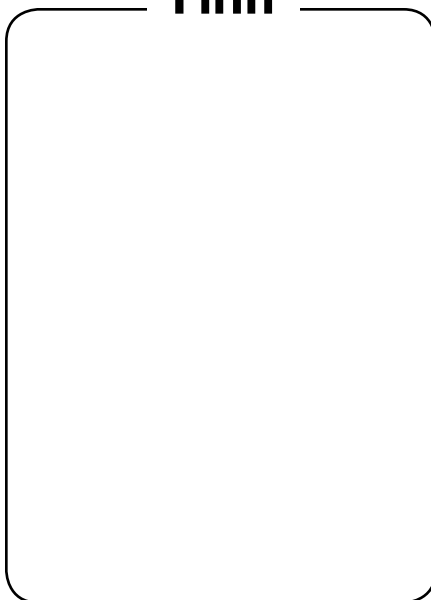


HOW TO MAKE PAPER • LEVEL 1 • 1

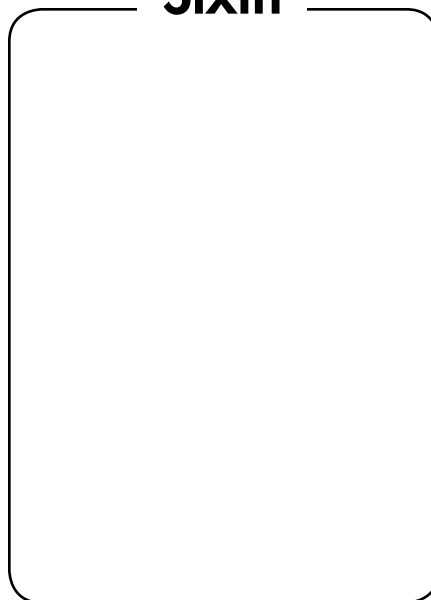
Fourth



Fifth



Sixth



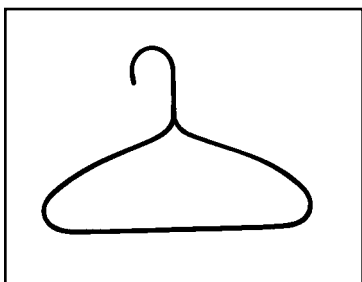
SKILL: SEQUENCE EVENTS

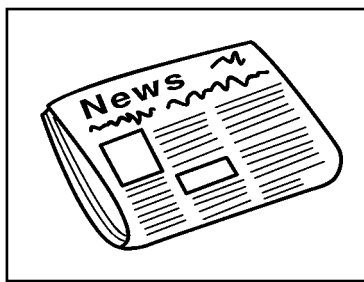
INSTRUCTIONS: Have students illustrate and label each step for making paper.

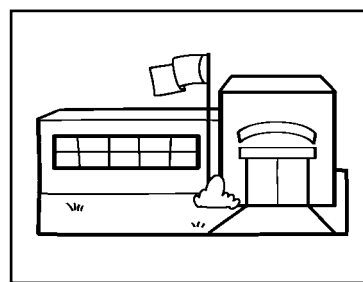
Name _____

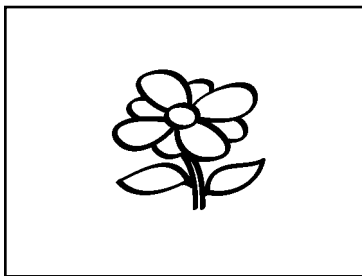
er

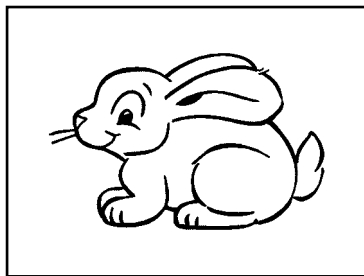
HOW TO MAKE PAPER • LEVEL 1 • 2

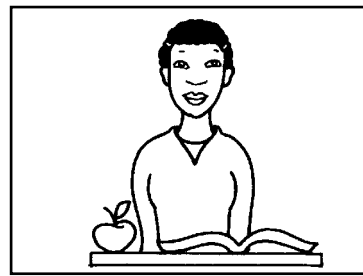


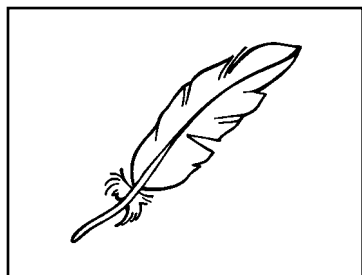


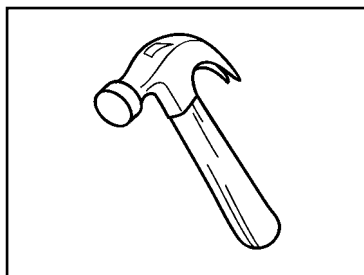


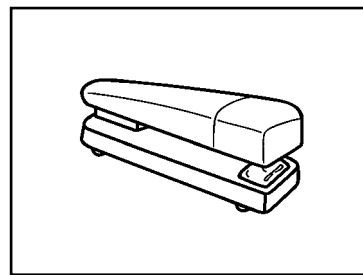












SKILL: R-CONTROLLED ER

INSTRUCTIONS: Have students write the *r*-controlled *er* letter combination under the pictures that end with the /er/ sound.

Name _____

1. First, rip the paper into small pieces.
2. Use warm water to mix with the paper.
3. Chunky pulp needs water.
4. Watery pulp needs paper.
5. Pour the water into a flat pan.
6. Press a dry sponge on the pulp.

My sentence: _____

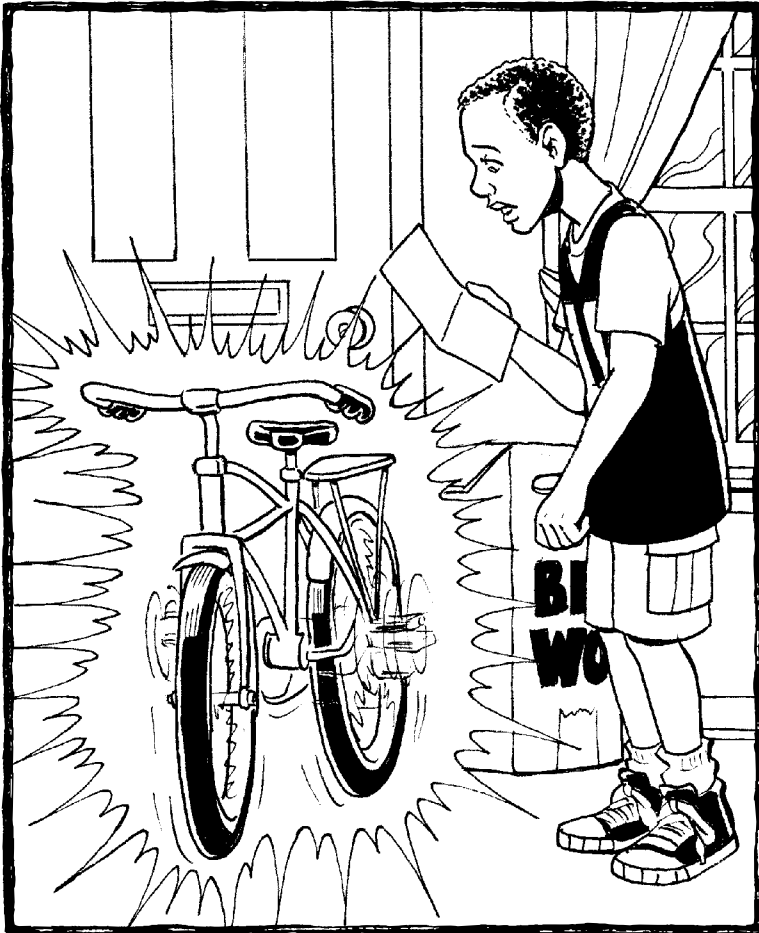


INSTRUCTIONS: Have students locate and underline the adjective in each sentence. Then have them write an original sentence using adjectives.

The Magic Bike

A Reading A-Z Level 1 Leveled Reader

Word Count: 236

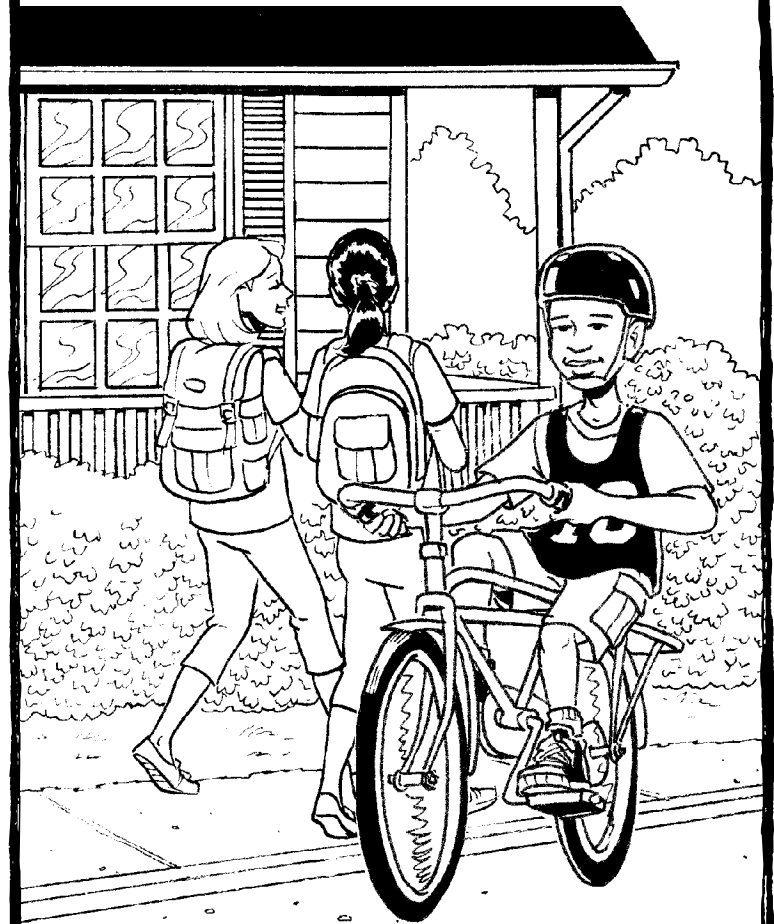



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LEVELED READER • I

The Magic Bike



Written by Ann Weil • Illustrated by Tad Butler

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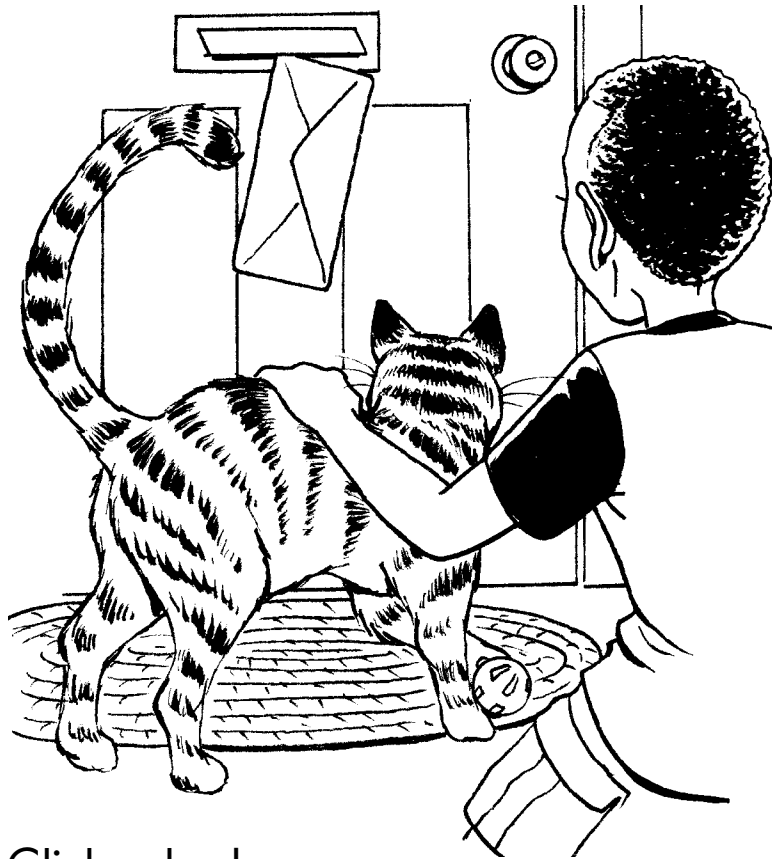
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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15
DRA	16



Click, plop!
A letter fell through the **mail** slot.
Jayden looked up.
His parents were still asleep.
It was early Sunday morning.
"We don't usually get mail on
Sunday," Jayden said to the cat.

Jayden picked up the **envelope**.
His name was on it, so he opened it.





"That's strange," Jayden said to the cat.

"I didn't enter a **contest**."

He wondered which **prize** he would get.



Two days later, a big box was waiting for Jayden when he got home.

He opened it.

"This must be the **magic** bike,"
Jayden said.

He got on and began to pedal.



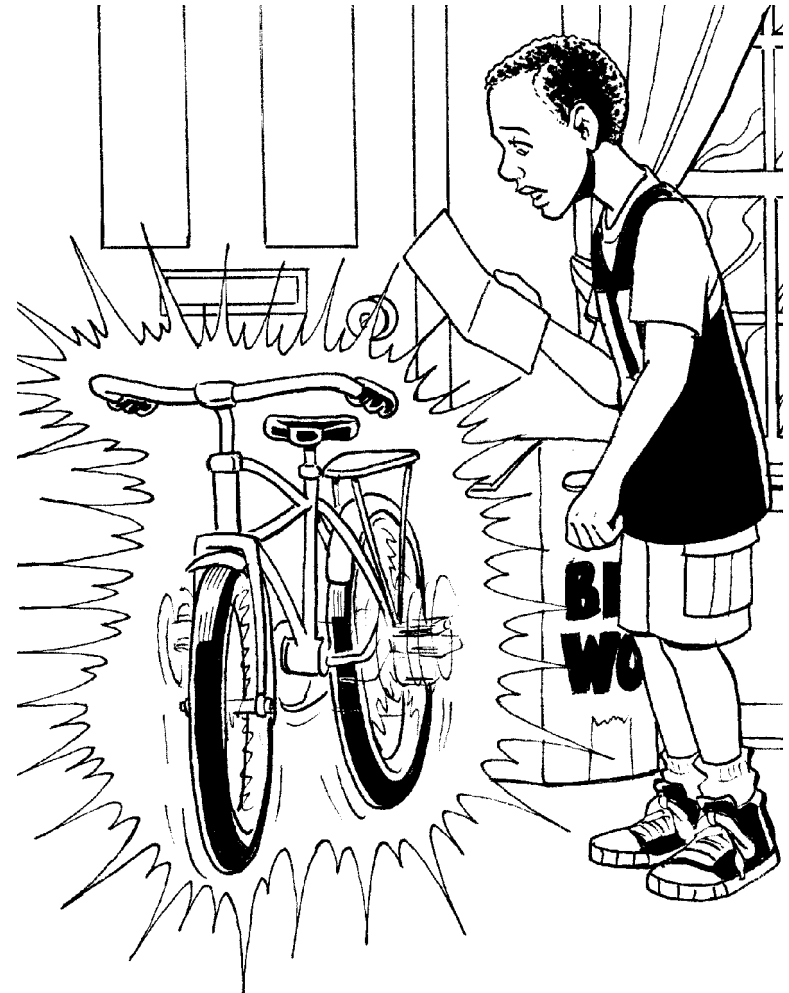
"It's a nice bike, but what's so magic
about it?" Jayden wondered.

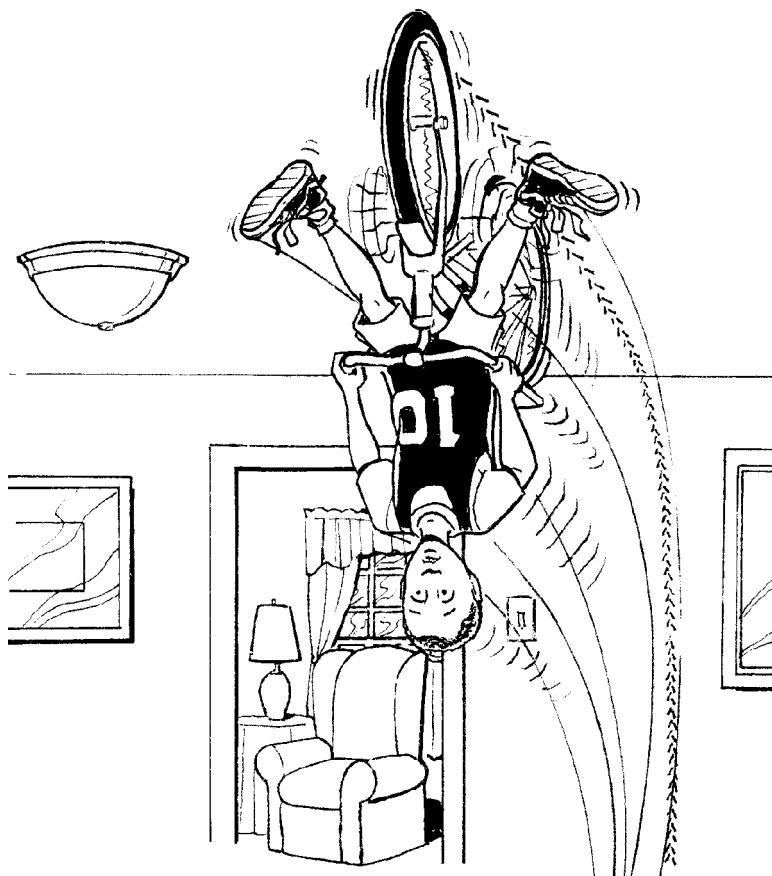
He took the bike and the box inside.

Then he saw that there were **instructions** in the box.

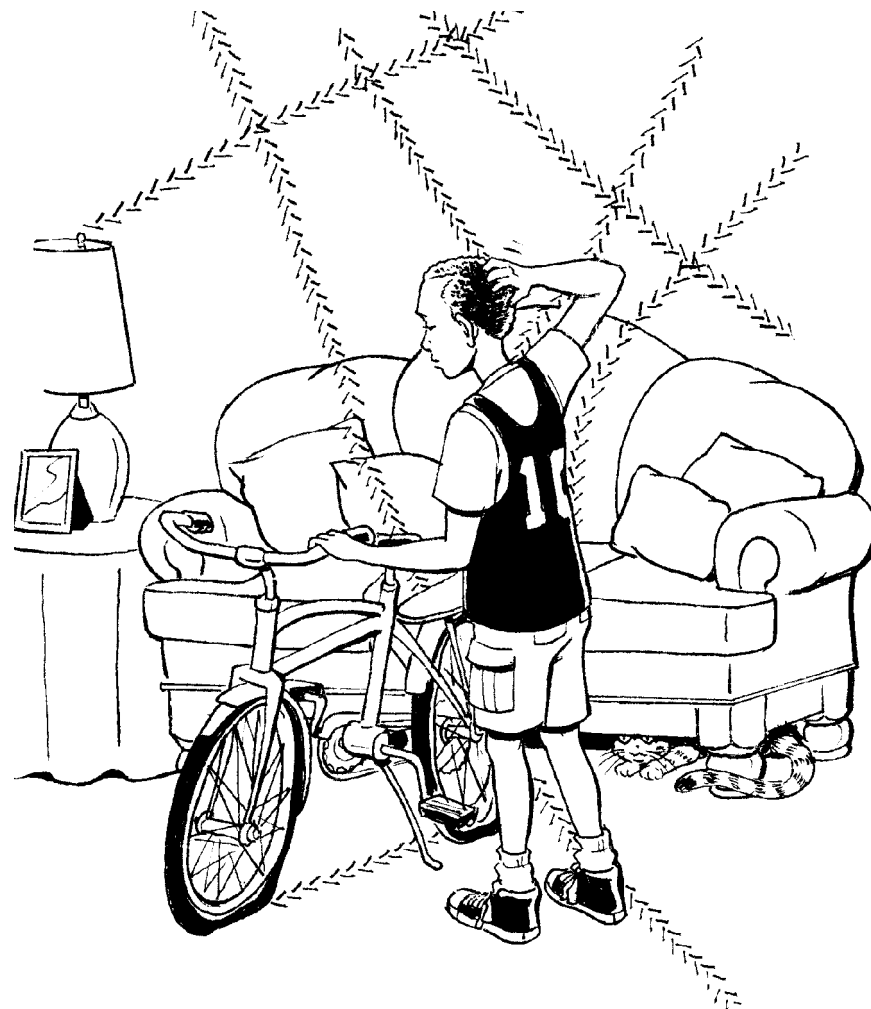


"Arb-ad-ac-arb-a," Jayden said slowly.
The bike started to glow.
Then it began to move by itself.
Jayden quickly jumped on.





The bike took off like a rocket,
and took Jayden with it.
Jayden rode the magic bike
upside-down on the ceiling.
Then it went down one wall
and up another.

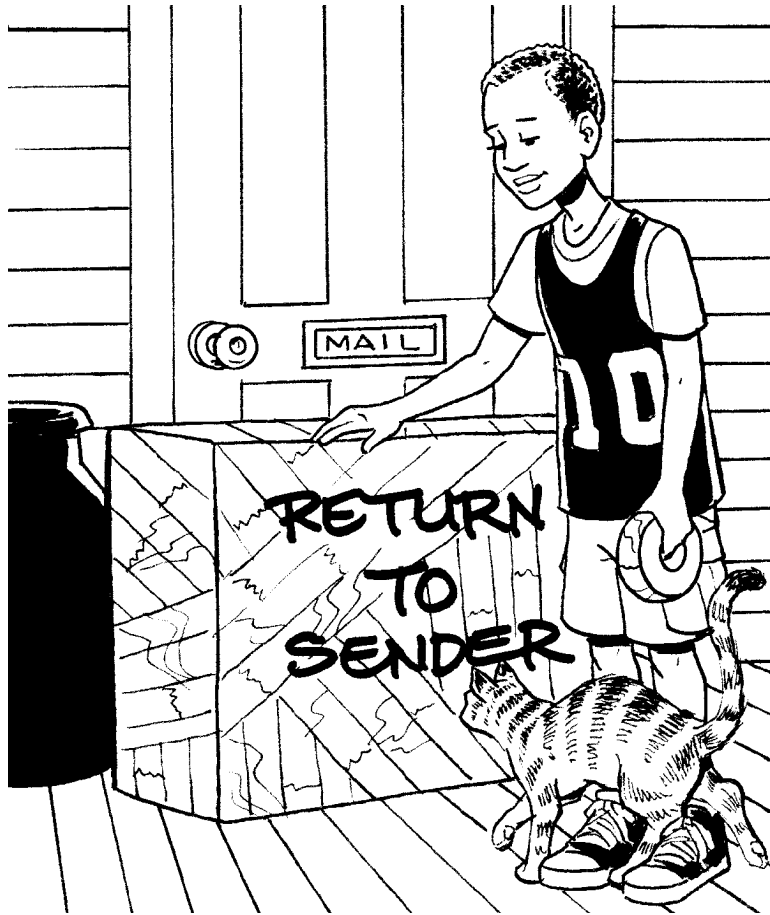


Finally the bike stopped.
There were tire prints everywhere.
"Uh-oh," Jayden said.
"I'm going to be in big trouble."

Jayden cleaned up.



He put the magic bike
back into its box.



"Hey, Jayden," called Pat.

"Do you want to ride your bike with me?"

"No thanks," said Jayden.

"I think I'll stick with walking."

Glossary

contest (*n.*) a competition for a prize
(p. 5)

envelope
(*n.*) a flat paper container
that holds a letter and
can be sealed (p. 4)

instructions printed information about
(*n.*) how to do something
(p. 9)

magic
(*adj.*) made or created to do
impossible things (p. 7)

mail (*n.*) letters and packages
sent from one person to
another through the post
office (p. 3)

prize (*n.*) something given to the
winner of a contest (p. 5)

Name _____

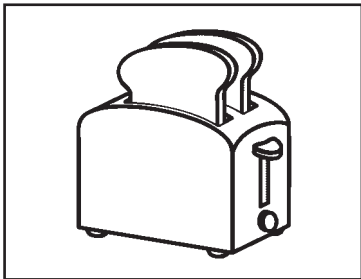
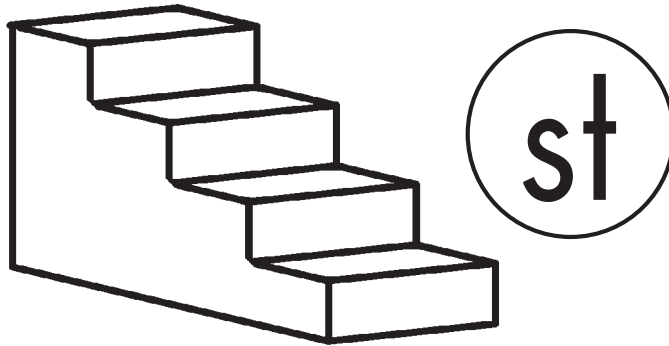
Prediction	Prediction	Prediction
Draw:	Draw:	Draw:

THE MAGIC BIKE • LEVEL I • 1

SKILL: PREDICTION

INSTRUCTIONS: Have students draw and label their predictions. They can include a check mark if their prediction is confirmed and use the back of the worksheet if they need more space.

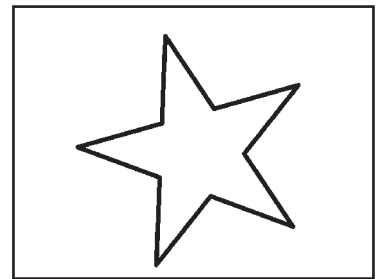
Name _____



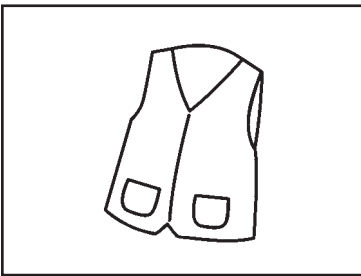
st _____ st



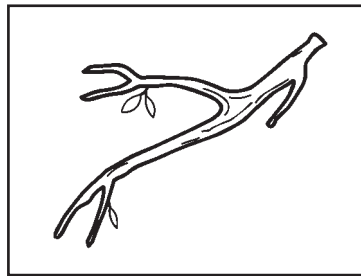
st _____ st



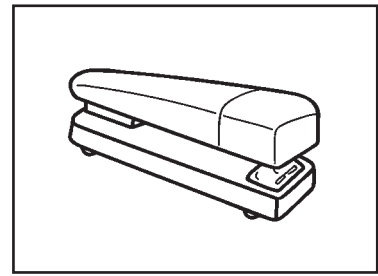
st _____ st



st _____ st



st _____ st



st _____ st

INSTRUCTIONS: Have students say the name of each picture and decide whether they hear the /st/ sound at the beginning or end of the word. Have them circle the correct *st* blend on the line. Students that are ready can write the word under the line.

Name _____

1. Mail does not come on Sunday.

2. Jayden did not enter a contest.

3. It is a magic bike.

4. I am going to clean the walls.

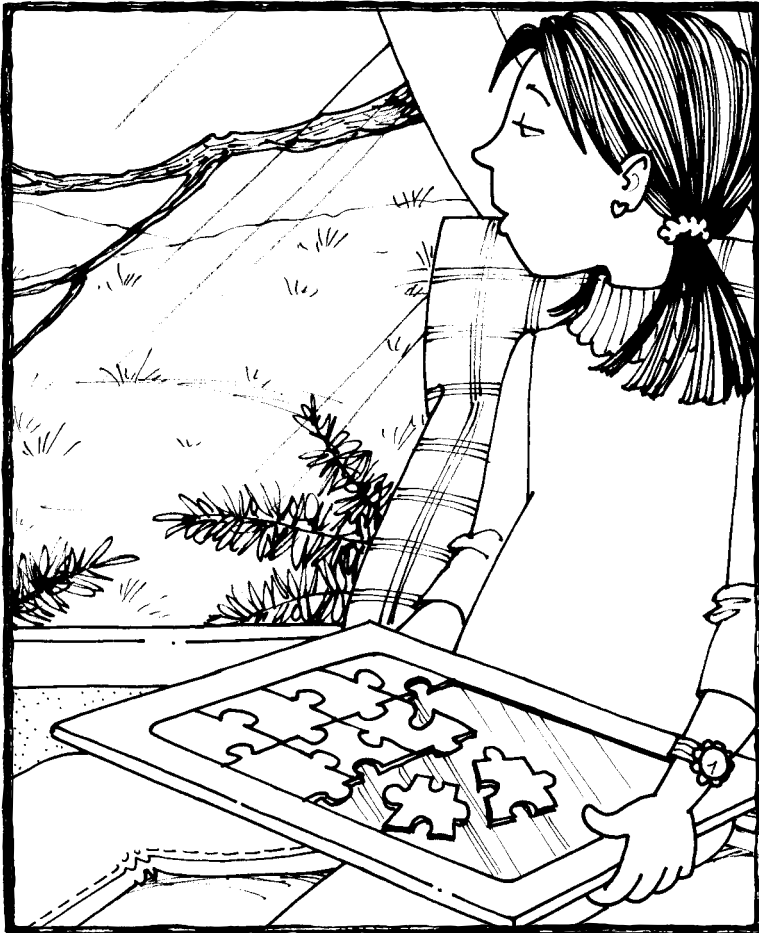
5. I will just walk.

INSTRUCTIONS: Read the sentences with students. Have them combine the underlined words into a contraction and rewrite each sentence using the contraction.

Winter Vacation

A Reading A-Z Level 1 Leveled Reader

Word Count: 180




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LEVELED READER • I

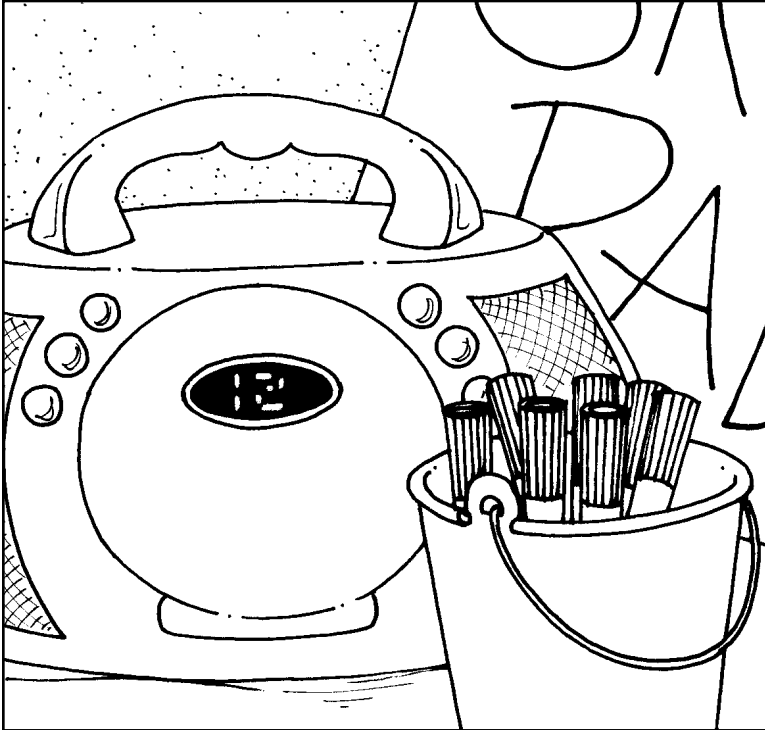
Winter Vacation



Written by Alyse Sweeney
Illustrated by Michelle Dorenkamp

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Winter Vacation



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Illustrated by Michelle Dorenkamp

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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15
DRA	16



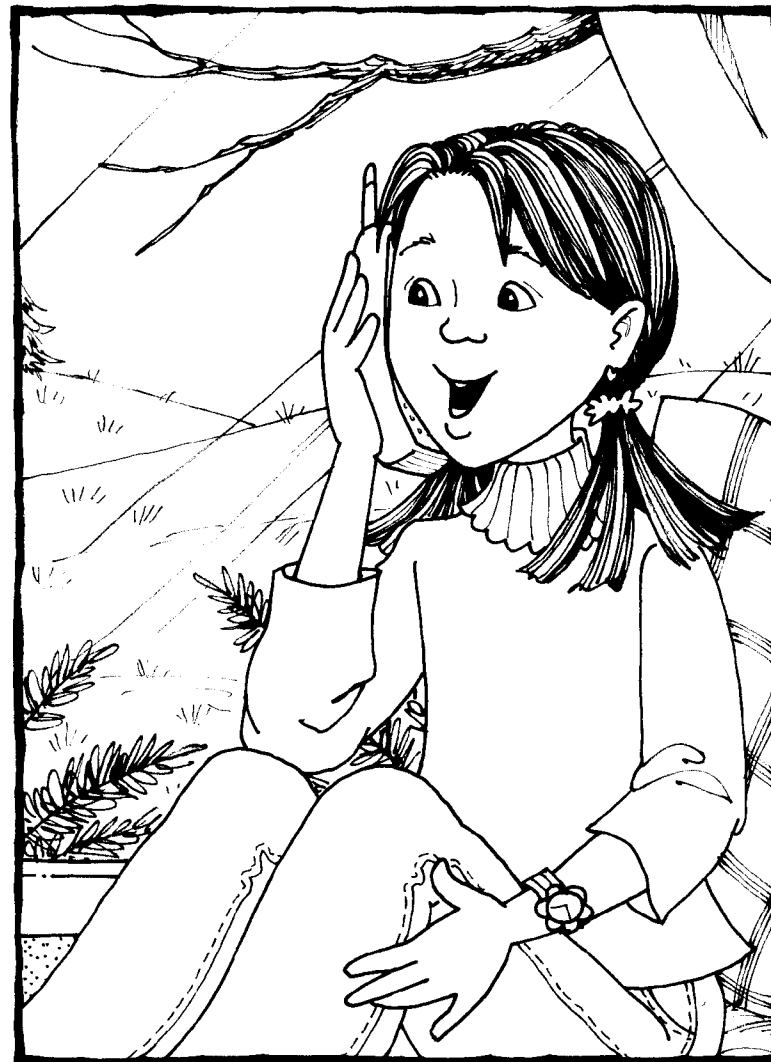
Denise is bored.
It is winter vacation, and she is out
of ideas of things to do.



"I wish it would snow," she says.
While Denise waits for snow, she
does puzzles.



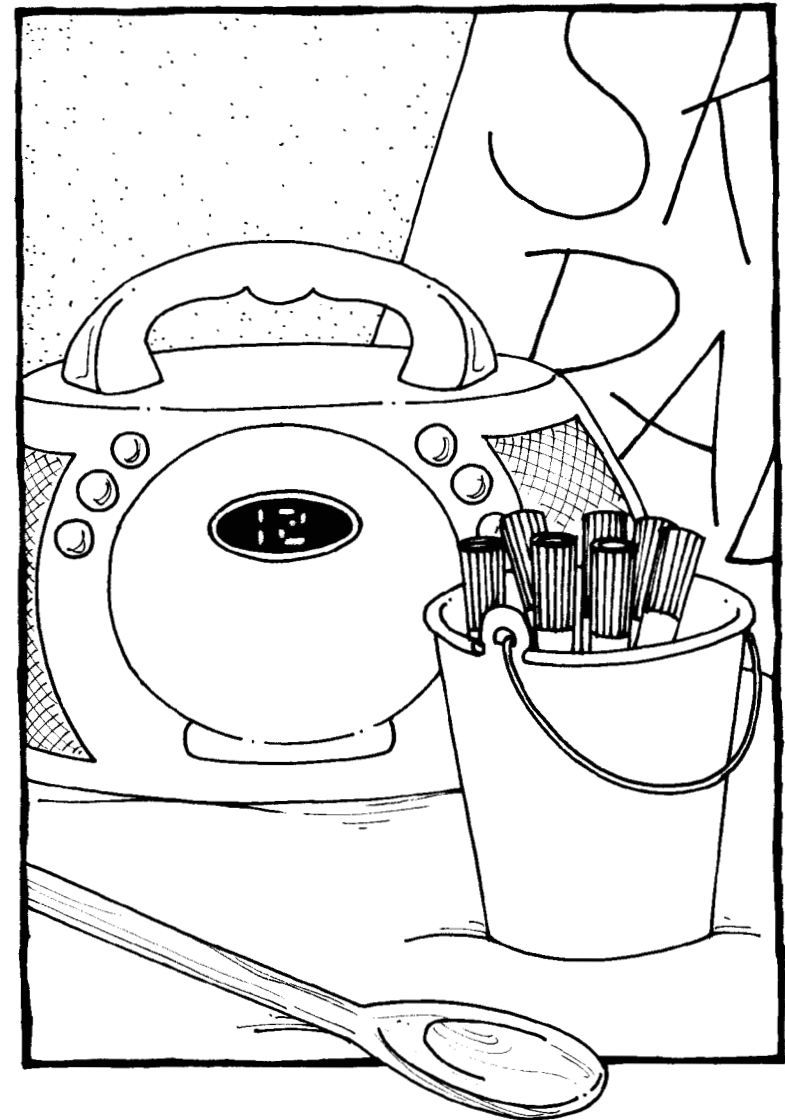
She plays games.
She reads books.
One book she reads gives her
a HUGE idea.



She calls three neighborhood
friends and says,
"Come to my house today at 2:00!"



Denise lays a blanket on the floor
for a stage.
She gets a wooden spoon
for a microphone.



She gets markers and a big pad
of paper.
She also gets her CD player.



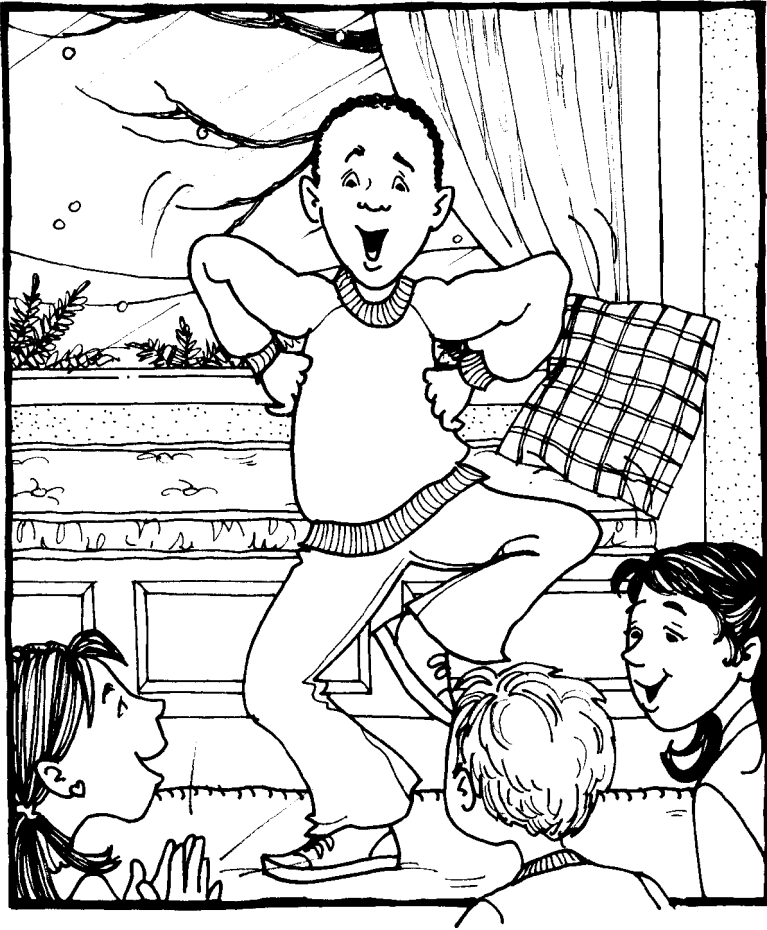
Then she makes her game.
She gets ten cards and
writes a direction on each one.



DING DONG.

Denise puts the cards in a box just
as her friends arrive.

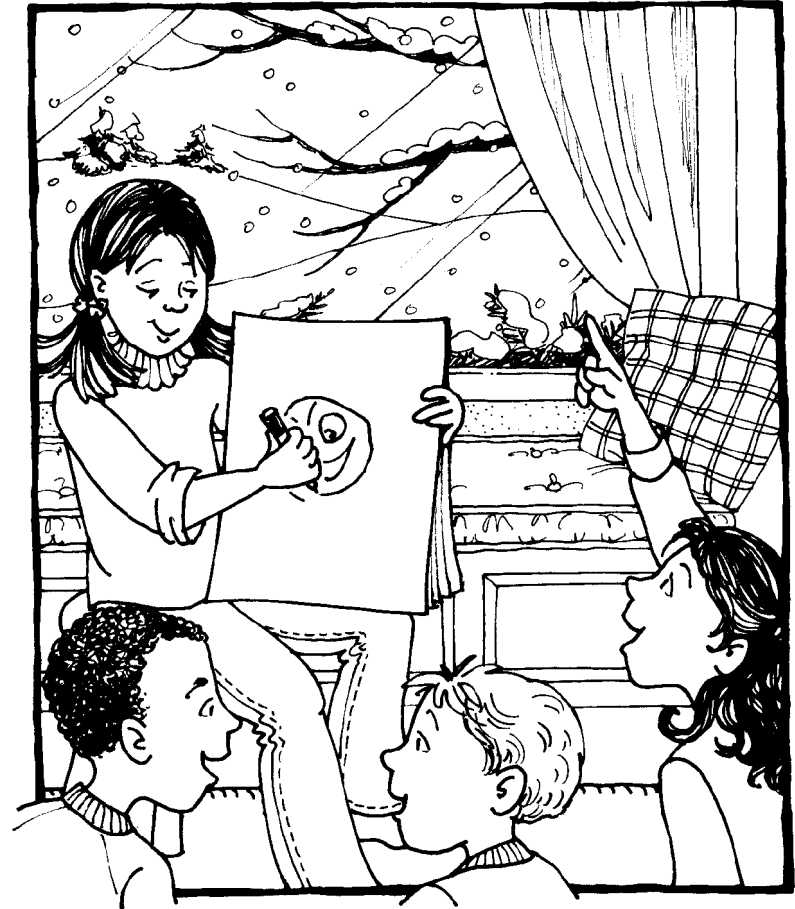
"Ready to play *Talent Show*?"
squeals Denise.



Marcus pulls the first card
from the box.

"Dance to a song," he reads.

The friends laugh and cheer
as Marcus dances.



All afternoon the friends play the game.
They dance, sing, draw pictures, and
tell stories.

The friends are having so much fun.
They don't see that it's snowing.

Name _____

Directions for the *Talent Show Game*

1. Decide who goes first.
2. Mix up the game cards.
3. Place all the cards face down in a pile.
4. Take turns picking cards from the pile.
5. Do the activity on the card.

Cheer each other on!



Dance to a song.



Make up a funny dance move.



Do the chicken dance.



Sing a song you know.



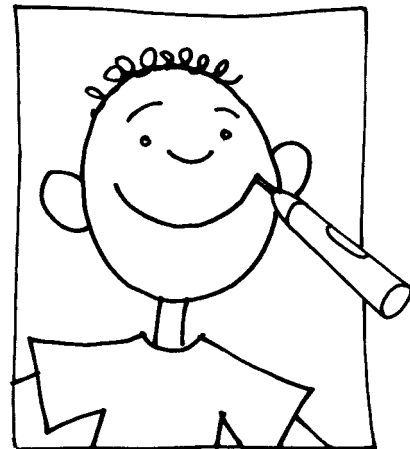
Make up a funny song.



Draw a funny monster.



Draw a scary monster.



Draw a picture of one of us.



Tell a scary story.



Tell a funny story.

Name _____

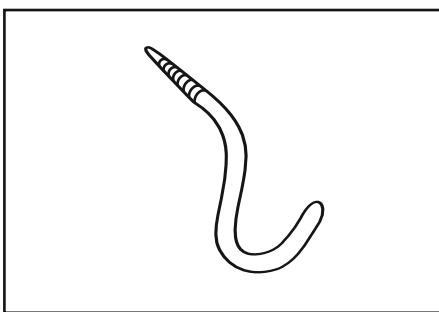
What is the problem?	
Who has the problem?	
How is the problem solved?	

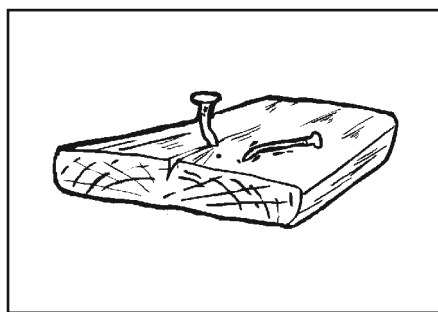
INSTRUCTIONS: Have students answer the questions to describe the main problem and solution in the book.

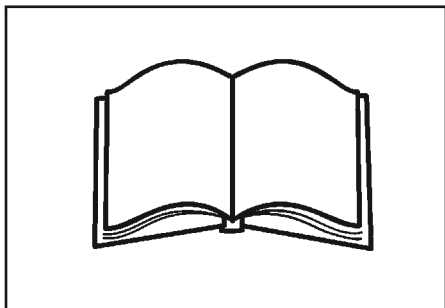
Name _____

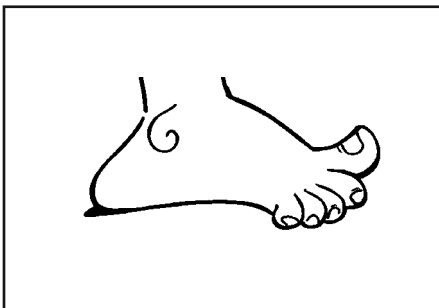
book foot hood cook wood hook











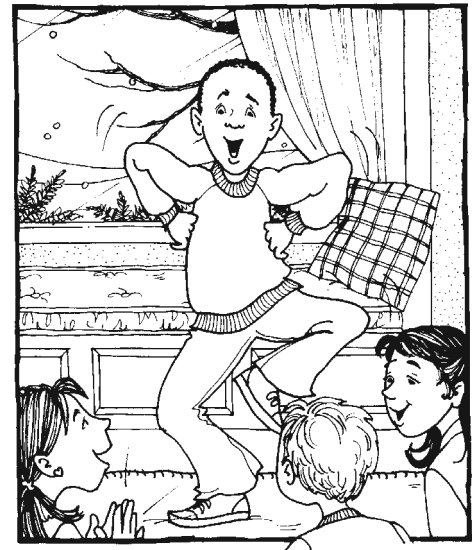


INSTRUCTIONS: Have students say the name of each picture then write the correct word below.

Name _____

1. I wish it would snow, said Denise.
2. I have a great idea, she said.
3. Denise said, Come to my house at 2:00 today.
4. Let's play talent show, she squealed.
5. Her friends say, This is fun!
6. Look, it is snowing!, shouted Julia.

My sentence:



INSTRUCTIONS: Have students add the quotation marks where they belong in each sentence. Then have them write an original sentence using quotation marks on the lines.

The Three Little Pigs

A Reading A-Z Level 1 Leveled Reader

Word Count: 346




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LEVELED READER • 1

The Three Little Pigs



Retold by Alyse Sweeney
Illustrated by Roberta Collier-Morales

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The Three Little Pigs



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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15
DRA	16



Once upon a time, there lived three little pigs.

One day the pigs left home.

It was time for them to build homes of their own.



The first little pig built a straw house.

When he was done, he sat down to eat lunch.

He happily slurped and chewed until . . .



Suddenly, he heard a knock on the door.
It was a wolf!



"Little pig, little pig, let me come in,"
said the wolf.

"Not by the hair of my chinny, chin,
chin!" said the little pig.

"Then I'll huff, and I'll puff, and
I'll blow your house in," growled
the wolf.



The wolf huffed and puffed
and puffed and huffed and blew
the house in.
Whoosh!
The house became a haystack.
The little pig ran to his brother's house.



The second little pig built his house
out of sticks.
The first little pig told his brother
about the wolf.
"Sticks are stronger than straw,"
said the second little pig, unafraid.



That's when they heard a knock
on the door.



"Little pigs, little pigs, let me come in,"
said the wolf.

"Not by the hairs of our chinny, chin,
chins!" answered the little pigs.

"Then I'll huff, and I'll puff, and
I'll blow your house in," growled
the wolf.



The wolf huffed and puffed and puffed and huffed and blew the house in.

The little pigs ran all the way to their brother's house.



The third little pig built a brick house.

He was baking pies when his brothers burst in, crying about the wolf.

"Let's see the wolf blow down this house," said the third little pig.



Knock. Knock. Knock.
The three little pigs looked
at the door.



"Little pigs, little pigs, let me come in,"
yelled the wolf.

"Not by the hairs of our chinny, chin,
chins!" shouted the little pigs.

"Then I'll huff, and I'll puff, and
I'll blow your house in," growled
the wolf.



The wolf huffed and puffed and
puffed and huffed and—



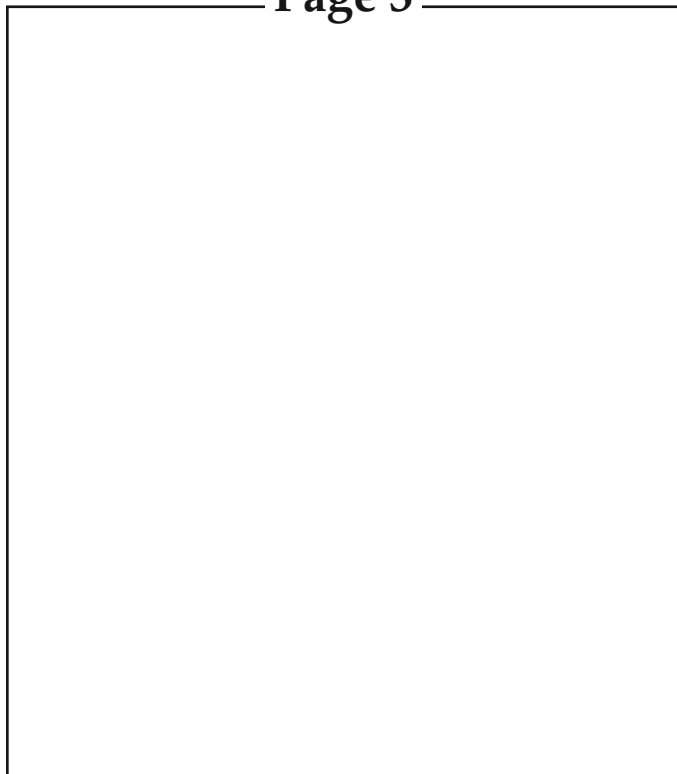
—fell over.

The wolf lay on the ground,
out of breath.

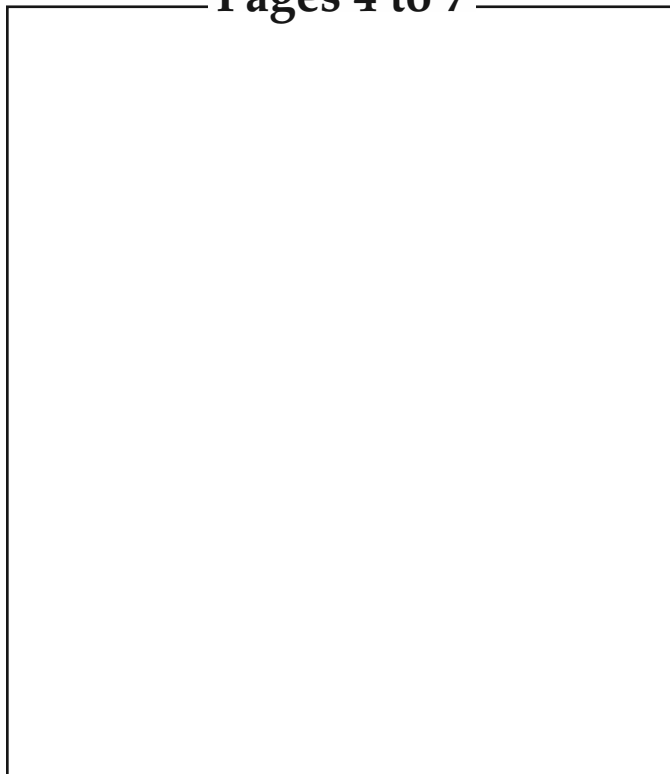
The three little pigs lived happily ever
after—baking pies in the strong
brick house.

Name _____

Page 3

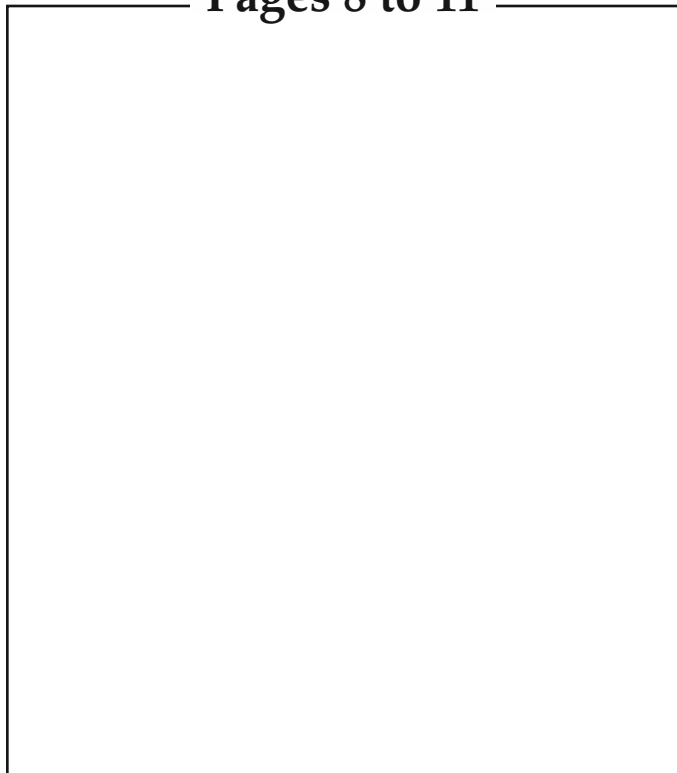


Pages 4 to 7

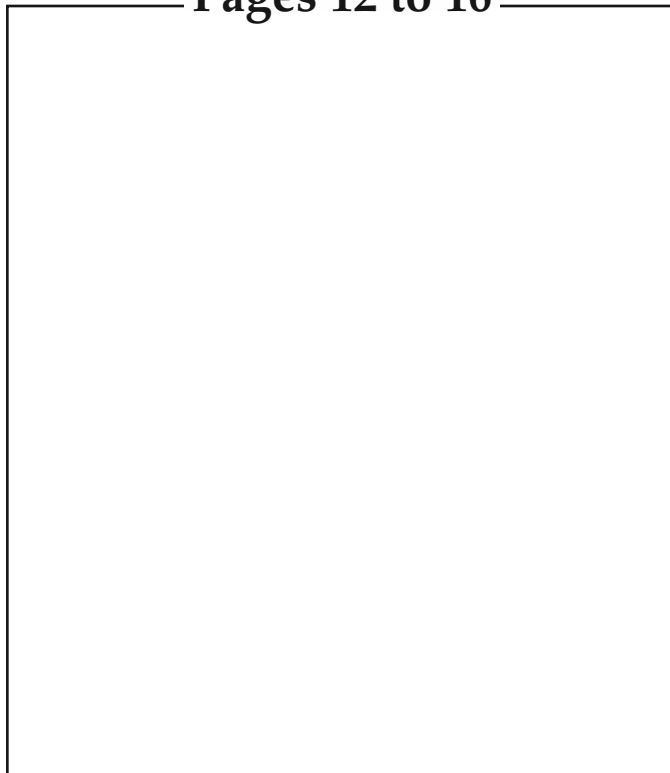


THE THREE LITTLE PIGS • LEVEL 1 • 1

Pages 8 to 11



Pages 12 to 16



SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Beginning

1

2

3

4

5

Ending



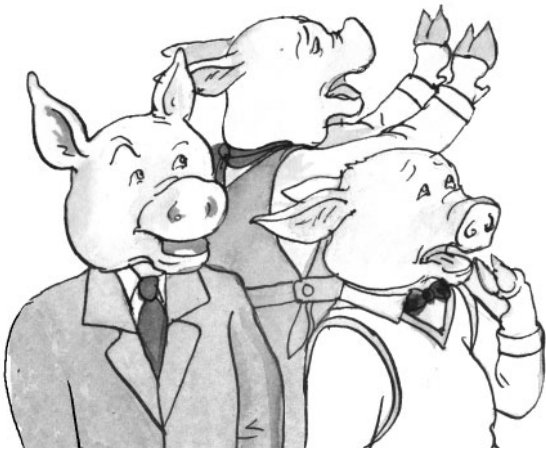
INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Name _____

Past-tense verbs	Present-tense verbs

INSTRUCTIONS: Use your book to find all of the regular past-tense verbs that the author used. Write all of the past-tense verbs in the left-hand box, and then write all of their present-tense matches in the right-hand box.

Name _____



stood	out
destroyed	sadly
last	weaker
their	whispered

Word	Antonym	Thesaurus
first		
sat		
stronger		
in		
your		
built		
shouted		
happily		

INSTRUCTIONS: Choose an antonym for each word from the box. Put a check mark in the thesaurus box across from each word after you have checked your answers in a thesaurus.

Hibernation

A Reading A-Z Level 1 Leveled Reader

Word Count: 200



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LEVELED READER • 1

Hibernation



**MULTI
level
F I M**

Written by Kira Freed

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Hibernation



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Correlation

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How Do They Stay Alive?	6
Hibernating Animals	9
Glossary	11
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No Food in Winter

Many places have cold winters. Some animals in these places have trouble finding food in the winter. Many animals move to warmer places to find food. Other animals hibernate.

Hedgehogs must gain weight to hibernate.



What Is Hibernating?

Hibernating is like a very **sound** sleep. Hibernating animals sleep for many days or weeks at a time. Animals breathe slowly when they hibernate. Their hearts beat slower, and they do not need to eat.

Raccoons collect food.



How Do They Stay Alive?

Hibernating animals eat lots of food before winter begins. They store the food in their bodies as fat. Their bodies live off this fat while they sleep.

A black bear is safe in its den.



They also need a safe place to sleep.
They need to be safe from the cold.
And they need to be safe from
predators that want to eat them.



Some snakes hibernate together.

snake burrow



Some animals, like bats, hibernate
in caves. Hibernating snakes sleep
underground in **burrows**. Frogs and
turtles sleep in mud at the bottom
of ponds.



dormouse



Gila monster



snake



groundhog

Hibernating Animals

Groundhogs, chipmunks, and snakes hibernate. Frogs, turtles, and prairie dogs hibernate. Hamsters and hedgehogs hibernate. Even bees and snails hibernate!



A prairie dog wakes up.

Some mice, squirrels, and bats hibernate all winter long. Bears, badgers, and skunks might wake up to eat on a warm day. Then they go back to sleep. In the spring, all the hibernating animals wake up.

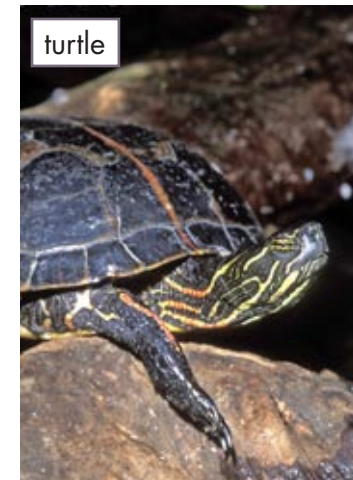
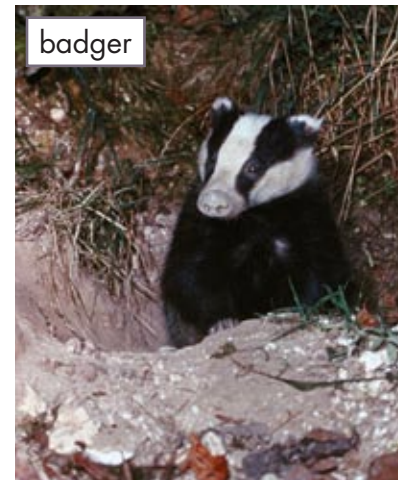
Glossary

- burrows** (*n.*) holes in the ground dug by animals
(p. 8)
- predators** (*n.*) animals that hunt other animals
(p. 7)
- sound** (*adj.*) deep; undisturbed
(p. 5)

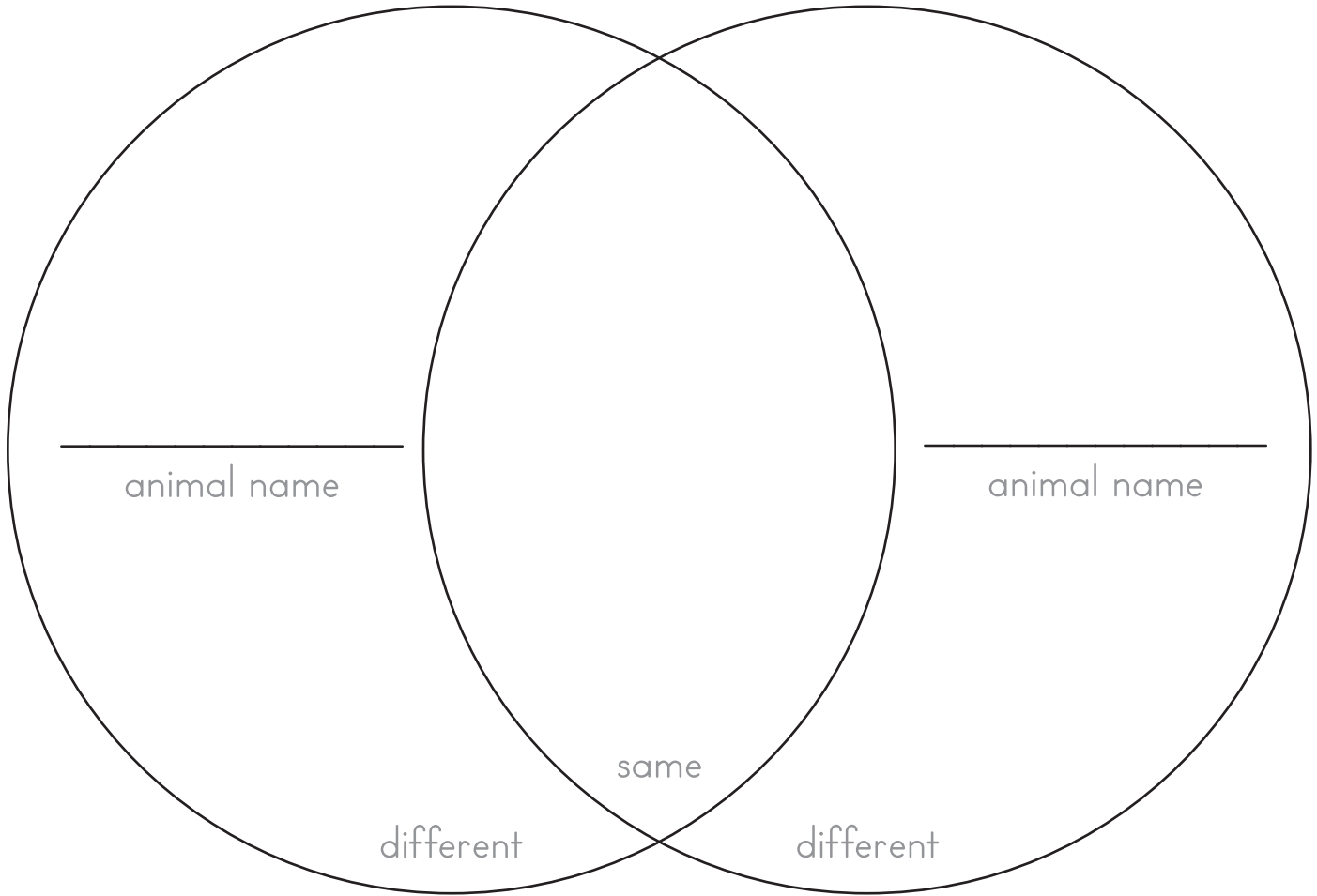


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| caves, 8 | predators, 7 |
| food, 4 | sleep, 5 |
| heart, 5 | spring, 10 |
| hibernate(s), 4 | winter(s), 4 |



Name _____



SAME: _____

DIFFERENT: _____

INSTRUCTIONS: Have students choose two hibernating animals from the book and write the name of one animal in each circle. Where the circles overlap, have students list things that are the same about the two animals. Have students write things that are different about the two animals where the circles are separate. Then, in the spaces below, have students write two sentences, one naming a way the two animals are the same and one naming a way in which the two animals are different.

Name _____

1. A hibernating animal can sleep for many days.

2. Food is hard to find in the winter.

3. A frog sleeps in the mud.

4. Animals may hibernate in a burrow or a cave.

5. For more information about animals, read an animal book!

INSTRUCTIONS: Have students read each sentence and circle all the common nouns.

Name _____

1. snake

1. _____

2. bear

2. _____

3. animal

3. _____

4. dormouse

4. _____

5. groundhog

5. _____

6. turtle

6. _____

7. raccoon

7. _____

8. mud

8. _____

9. frog

9. _____

10. winter

10. _____

INSTRUCTIONS: Have students put the words from the list in alphabetical order.

The 100th Day Project

A Reading A-Z Level 1 Leveled Reader

Word Count: 344



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The 100th Day Project



Written by Elizabeth Strauss
Illustrated by Marilee Harrauld-Pilz

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The 100th Day Project



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Correlation

LEVEL I

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Counting to 100

Leticia walked into the kitchen.
 She washed her hands for dinner.
 "Where were you?" her mother asked.
 "I've been counting. I need 100 things," Leticia said.
 "Why do you need 100 things?" her mother asked.

"Tuesday is the 100th day of school. For a **project**, everyone needs to bring in 100 things," Leticia said. "Your brother and I can help with your project," her mother said.

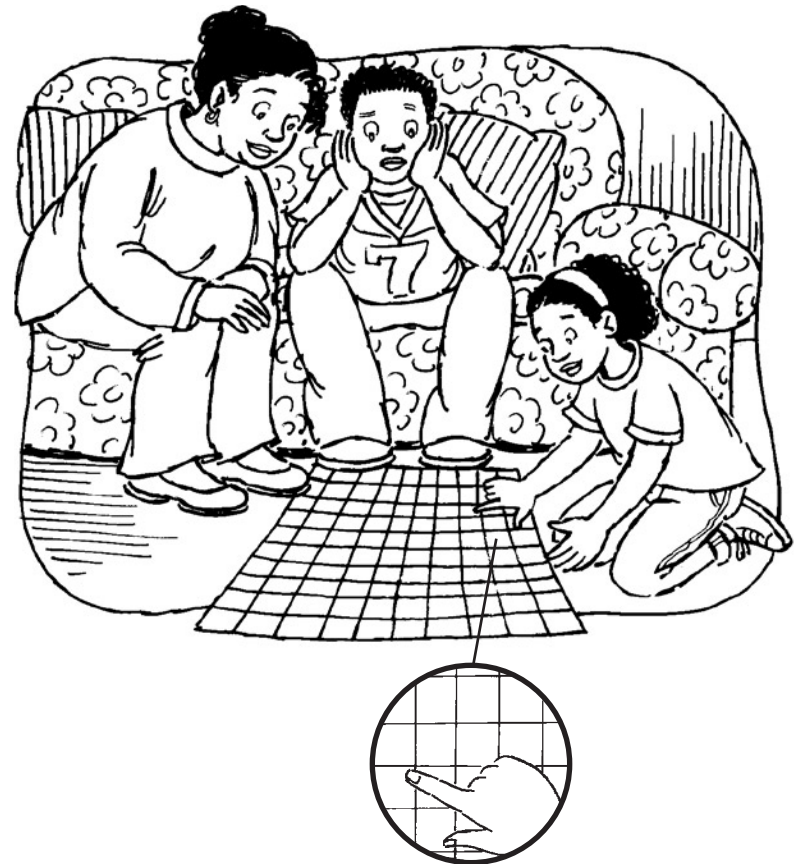


100 of Something

Leticia showed her family a large piece of paper.

There were 100 squares drawn on the paper.

"I have to glue 100 things into these 100 squares," Leticia said.



"Let's think. Do you read in school?"
her mother asked.

"We read every day," Leticia said.



Making Little Books

"What do you like about books?"
her brother asked.

Leticia smiled. "I like the covers.
I like the titles. I like the stories."

"We could make little books," her
brother said.

Leticia wasn't sure. "If we made
books, could I write in them?"

"Of course. It's your project. We're
just helpers," her mother said.

Leticia liked the sound of that.

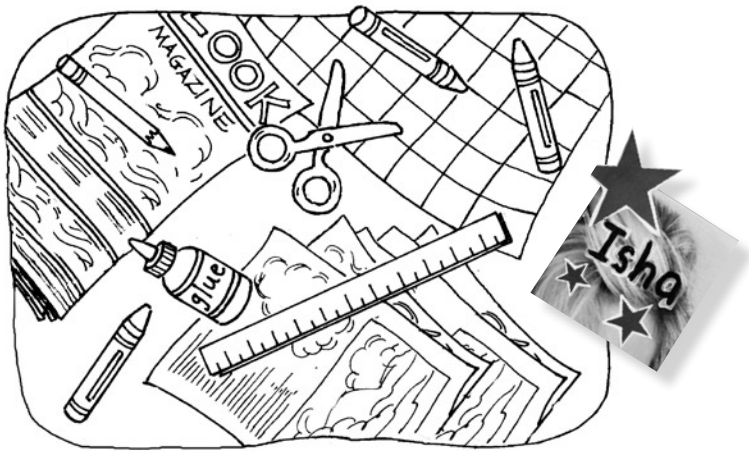




Secret Messages

Leticia and her family made the tiny books.

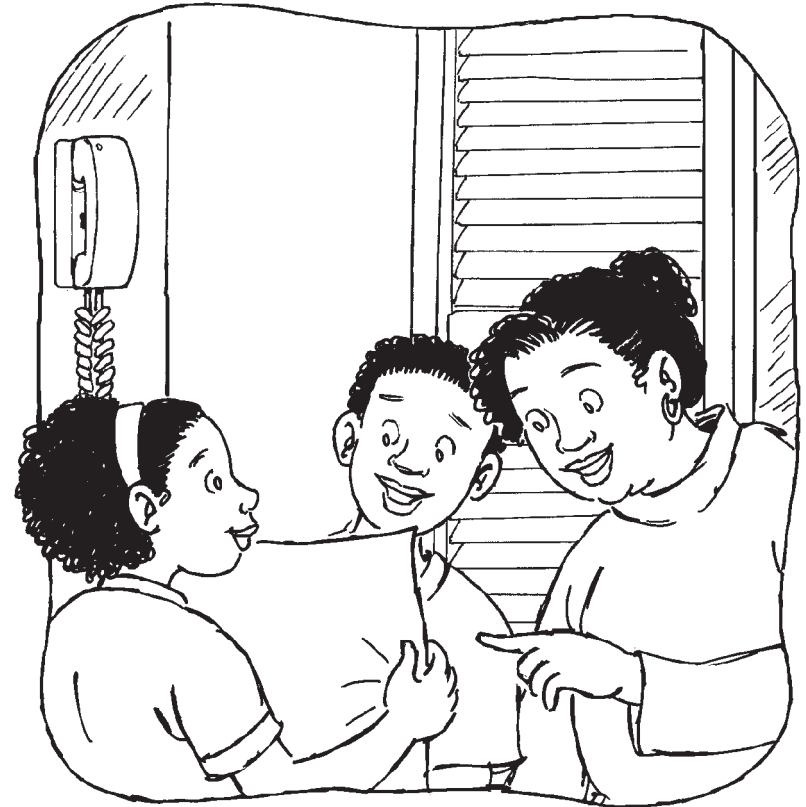
Then, Leticia wrote little notes in the books. She had to write very small.



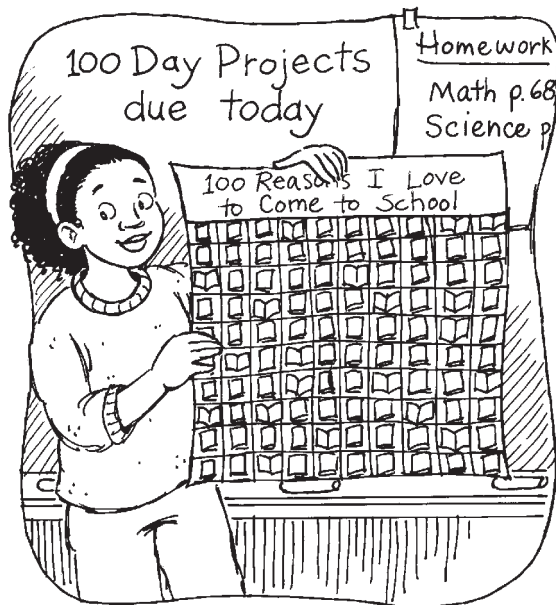
When Leticia was done, she showed her project to her mother and brother.

"Cool," her brother said.

"This is very **creative**," her mother said.



On the 100th day, everyone brought their projects to school. Leticia showed her project to the class. At the top, she had written *100 Reasons I Love to Come to School*. The title made her friends want to know more. They began reading the words in the little books.



The Special Project

"Look, Kate, this one says 'I like to see Kate smile,'" said Mia. Soon there was a crowd around Leticia's project. The teacher read the books out loud. The class clapped for every book.





There was a book for every student in Leticia's grade.

There was also a book for everyone who worked at the school.

Leticia found a creative way to **celebrate** the 100th day of school. Her 100 reasons told 100 people why they were special.

Glossary

- celebrate** (v.) to do something special to honor an event (p. 13)
- creative** (adj.) showing your imagination (p. 10)
- project** (n.) an organized plan or activity with a purpose (p. 5)



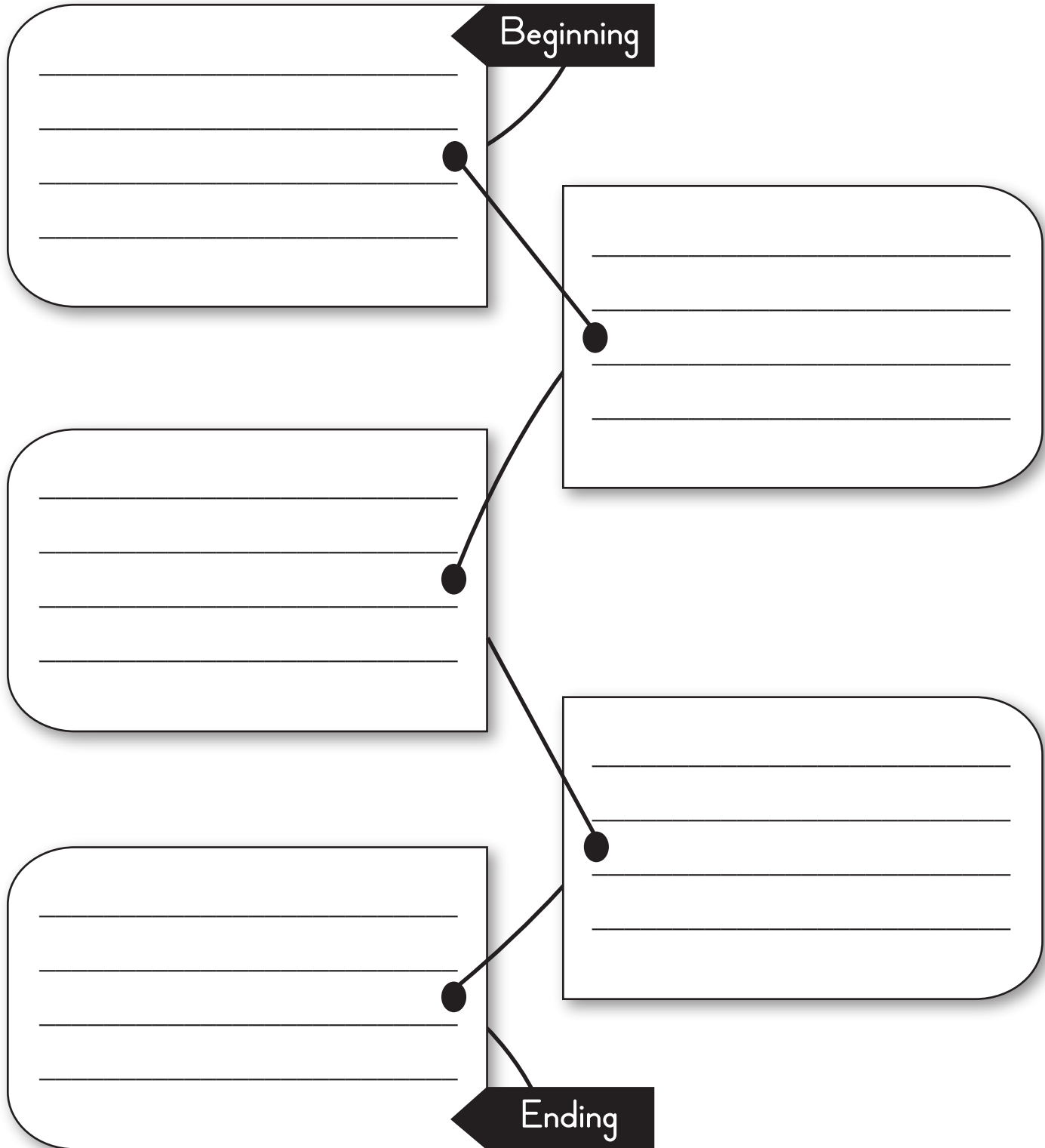
Name _____

INSTRUCTIONS: As you read, identify the important information for each chapter. Record this information under the headings *Who*, *What*, *When*, *Where*, and *Why*. Then use the information from one of the chapters to write a short summary on the back of the worksheet.

Chapter	1	2	3	4	5
Who					
What					
When					
Where					
Why					

Name _____

INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box. Use sequencing words to describe each event.

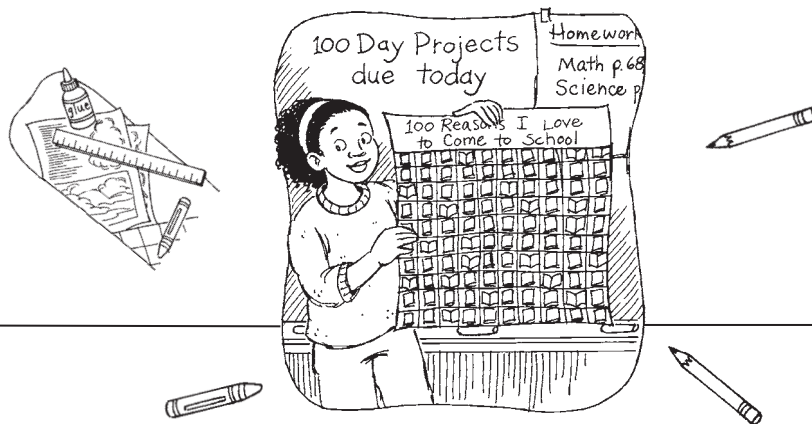


The diagram shows a sequence of six boxes connected by arrows. The sequence starts at the top left with a box labeled 'Beginning'. An arrow points from this box to a box on the right. From there, an arrow points down to a box on the left. This pattern continues: an arrow from the left box to a right box, then from the right box to a left box, and finally from the left box to a box labeled 'Ending' at the bottom. Each box contains five horizontal lines for writing.

Name _____

INSTRUCTIONS: Identify and circle the adjective(s) in each sentence. Then identify and underline all of the nouns the adjectives describe.

1. Leticia wanted to make a creative and special project.
2. She had to glue 100 objects to a piece of large paper.
3. The big books would not fit on the little grid.
4. Leticia used old magazines to make the books.
5. The family spent two nights making all the books.
6. Leticia's curious friends wanted to read the messages.
7. There was a large, excited crowd around Leticia's project.
8. The project included a special book for every student.



Name _____

INSTRUCTIONS: Write the number word for each *cardinal* and *ordinal number*. Then read each sentence. Decide which word correctly completes each sentence and write it on the line.

1st _____ 3rd _____

5 _____ 2nd _____

100 _____ 74 _____

1. I finished the race in _____ place. (four, fourth)
2. My friend has _____ brothers and sisters. (five, fifth)
3. Dad's birthday is on July _____. (seven, seventh)
4. This is the _____ time I have seen the movie. (six, sixth)
5. I invited _____ friends over to my house. (eight, eighth)



Arthur's Bad-News Day

A Reading A-Z Level I Leveled Reader

Word Count: 336




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Arthur's Bad-News Day

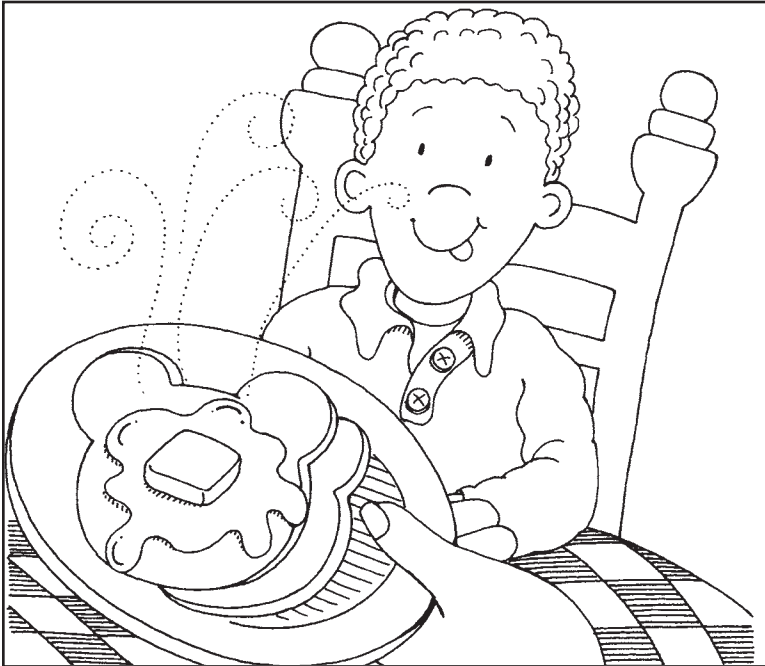


**Multi
Level
I M Q**

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Illustrated by Darcy Tom

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Arthur's Bad-News Day



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Correlation

LEVEL I

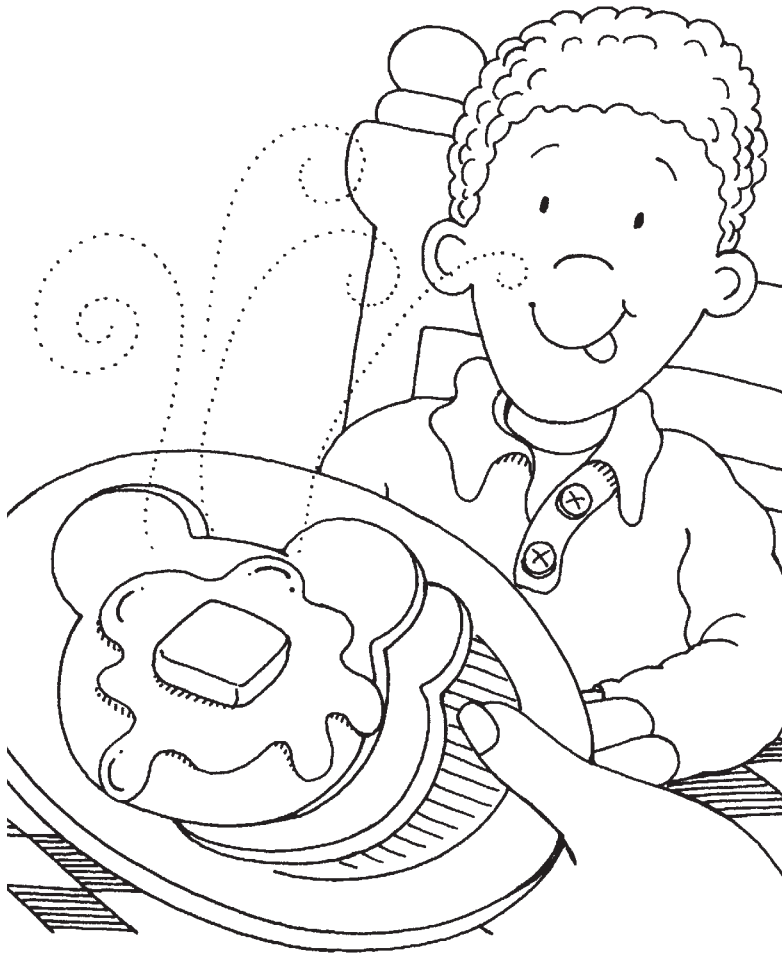
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Hey, sit down, and I'll tell you a story.
My name is Arthur.
I'm seven years old, and my life
is great.



Every morning Mom wakes me up
by tickling my feet.
It makes me laugh and starts my day
on a happy note.



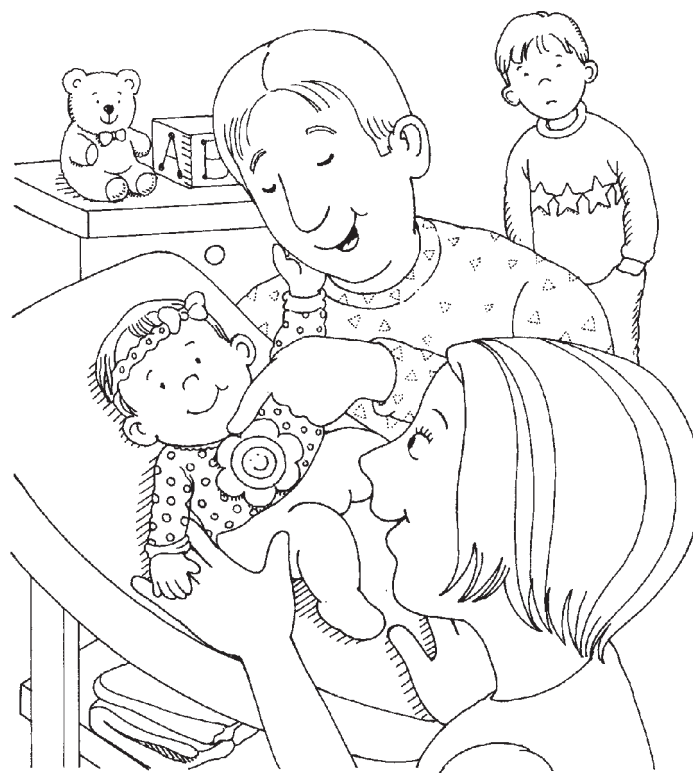
For breakfast, Dad makes
Mickey Mouse-shaped pancakes.
After school, Dad and I kick the
ball until dinner.



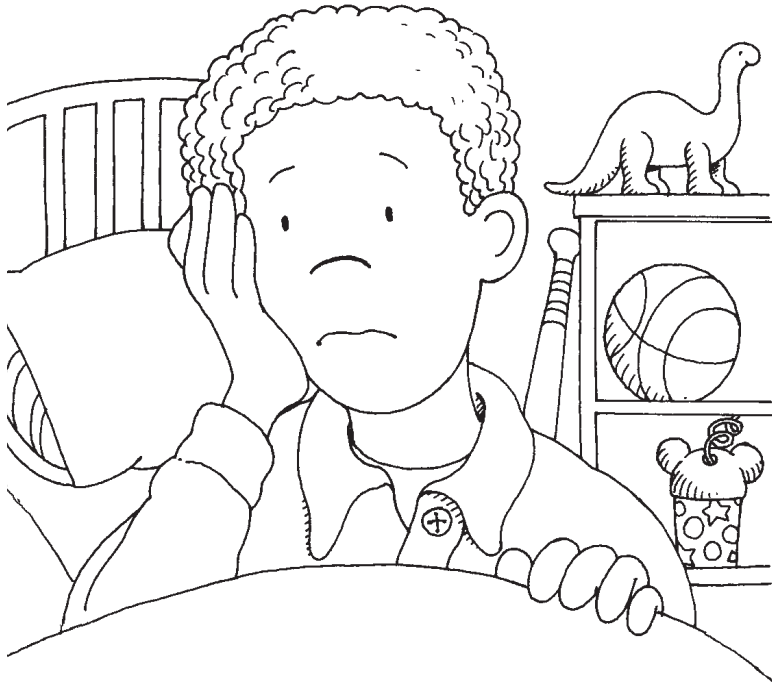
For dessert I always have a huge
cookie with milk.
I have my own special cup
from Disneyland.



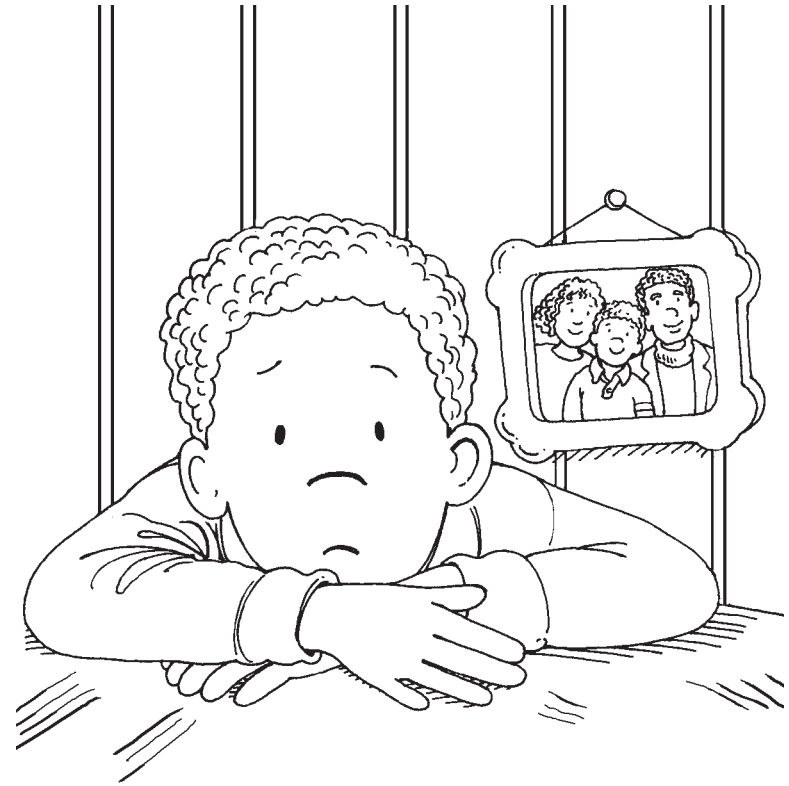
But a few months ago, my parents told me some bad news. They said that I'm going to have a little sister. I know I'm not going to like it. I have never had to share my parents with anybody.



My friend Jeff got a baby sister last year. His parents never have time to play with him. And they are always busy changing the baby's stinky diapers! Yuck!



Mom and Dad said that I will have to share my bedroom with the baby. She better not use my Disneyland cup. No way. I told Mom that I don't want a baby sister. But that didn't seem to matter.



Today, Mom and Dad are coming home with my new sister. I'm just going to tell them to take her back. I don't want to share my mom and dad, or my room.



Well, here they are.
Dad is carrying some pink blankets.
Is the baby inside there?
Is she that small?



Grandma goes outside.
She hugs Mom and then looks
inside the pink blankets.
I hear Grandma say the baby
is beautiful.
I'm not going out there.
I'm going to sit right here.



Now Mom is hugging me.
Dad puts the baby in my lap.
And then the most amazing
thing happens.
She reaches out and grabs my finger!
She won't let go!



I think she knows that I'm her
big brother. She likes me already.
Hey, maybe having a sister won't
be so bad.
I think Mom and Dad have enough
love for both of us.

Name _____

INSTRUCTIONS: Before reading the book, fill in the first column with your prediction. During reading, stop to write your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

What I predict will happen	Changes in my prediction	What actually happened

Name _____

INSTRUCTIONS: Write the causes in the left-hand boxes and their effects in the right-hand boxes.

Causes	Effects

Name _____

INSTRUCTIONS: Have students read each sentence and decide whether it is declarative (telling) or interrogative (asking). Have them place either a period or a question mark to end each sentence correctly. Have them circle the question word for each sentence they end with a question mark. Then have students change each declarative sentence to an interrogative sentence.

1. What kind of news did Arthur receive
2. There will be some more noise in Arthur's house now
3. Arthur's sister grabbed his finger
4. Which of Arthur's friends got a new sister
5. Who lives in Arthur's home with him

Write the sentence below as a question:

Arthur likes to eat pancakes.

Goldilocks and the Three Bears

A Reading A-Z Level 1 Leveled Reader

Word Count: 340

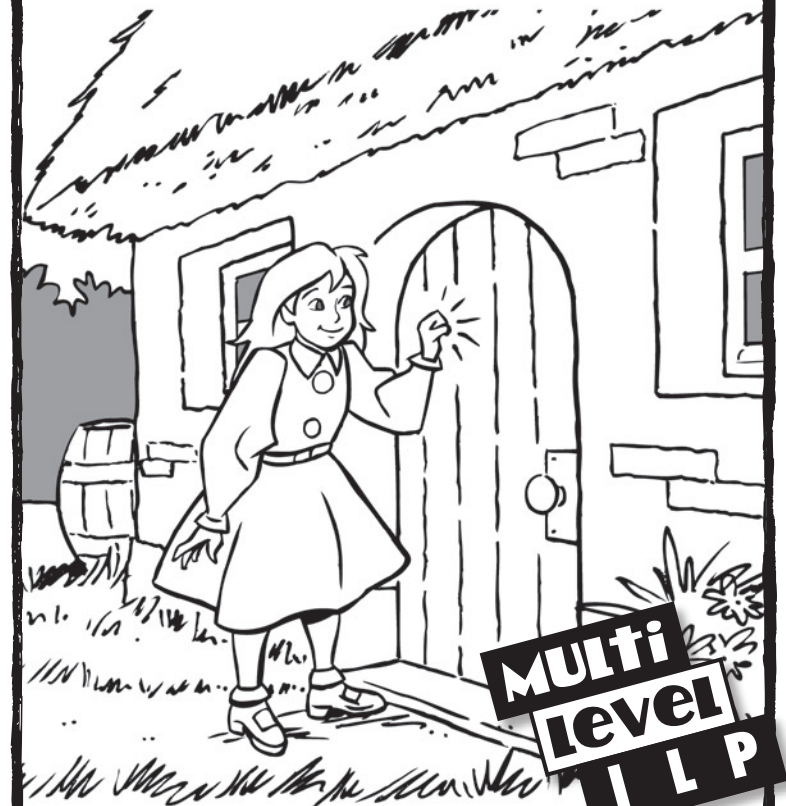


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Goldilocks and the Three Bears



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Illustrated by David Cockcroft

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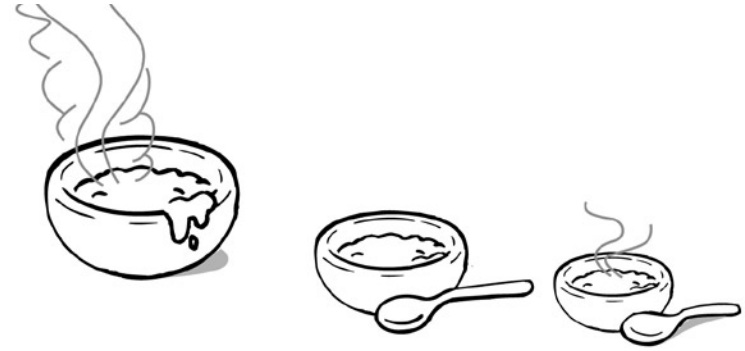
Correlation

LEVEL I

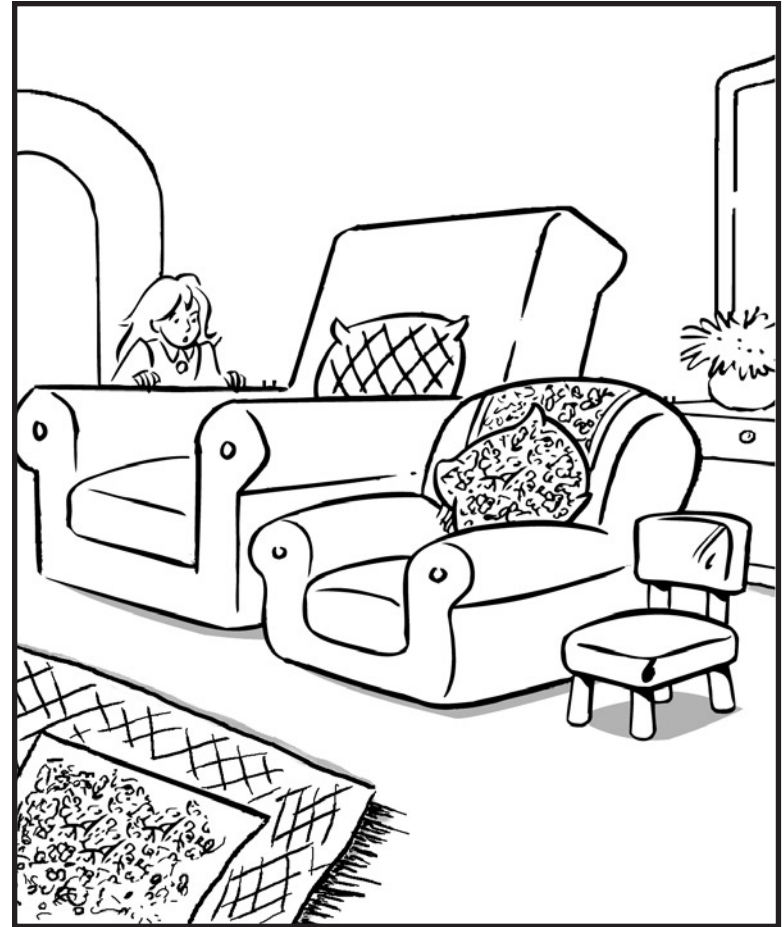
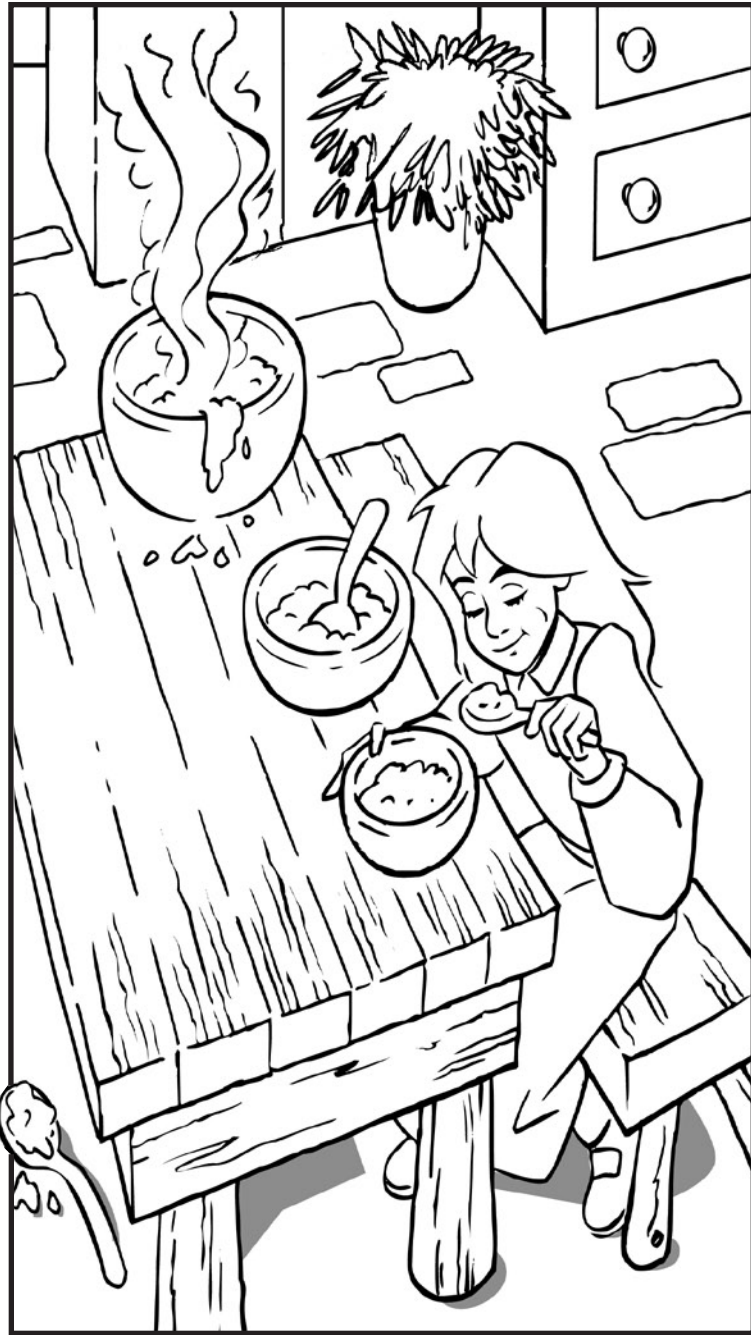
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Once upon a time, there lived a youngster named Goldilocks. One day, she went for a walk in the woods. She found a house and knocked on the door. No one answered, so she walked in.



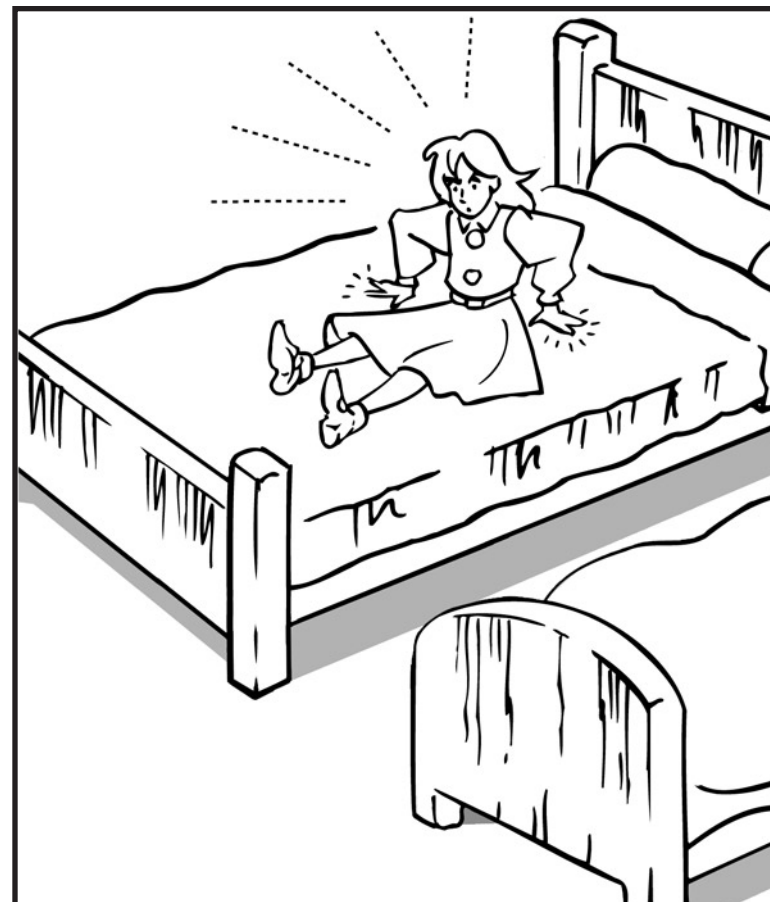
Three bowls of porridge sat on the table. She tasted the porridge from the big bowl. "This porridge is too hot," she said. She tasted the porridge from the medium bowl. "This porridge is too cold," she said. She tasted the porridge from the small bowl. "This porridge is just right," she said and ate it all.



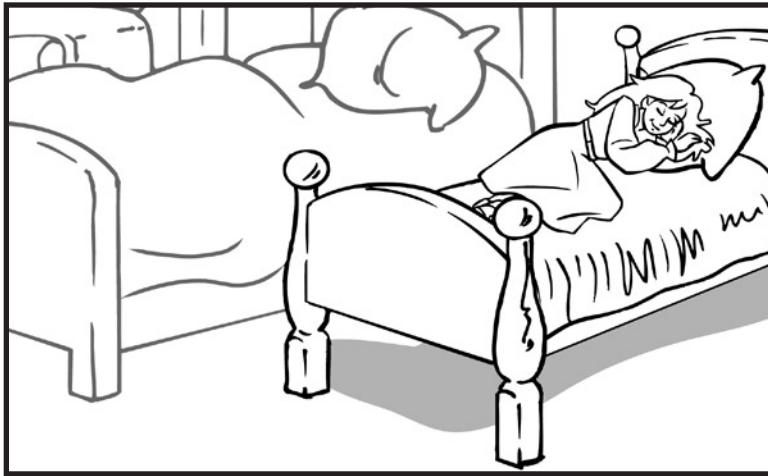
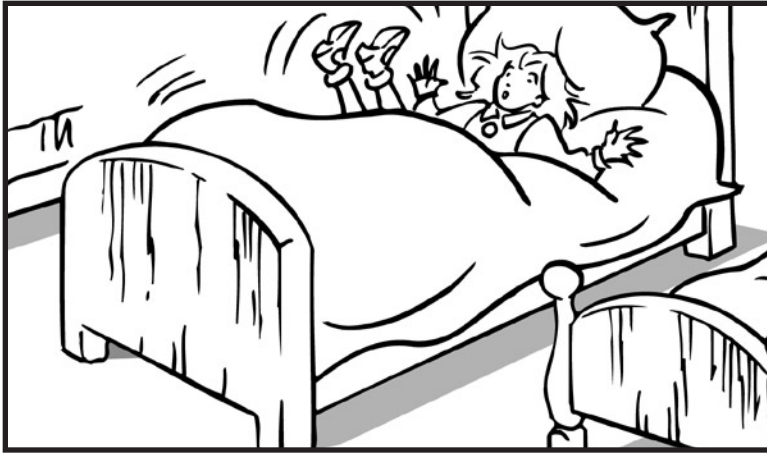
Goldilocks saw three chairs.
She sat in the big chair.
"This chair is too big," she said.
She sat in the medium chair.
"This chair is still too big," she said.



She sat in the small chair.
"This chair is just right," she said.
Then the chair broke!
"Oh well," she said.



Goldilocks was sleepy.
She climbed the stairs looking for
a bed.
She lay down on the big bed.
But it was too hard.



She lay down on the medium bed.
But it was too soft.
She lay down on the small bed,
and it was just right.
"Zzzzz."



The owners of the house returned.
They did not like what they saw.
"Someone's been eating my porridge,"
said Papa Bear.
"Someone's been eating my porridge,"
said Mama Bear.
"Someone's been eating my porridge,"
said Baby Bear. "And it's all gone!"

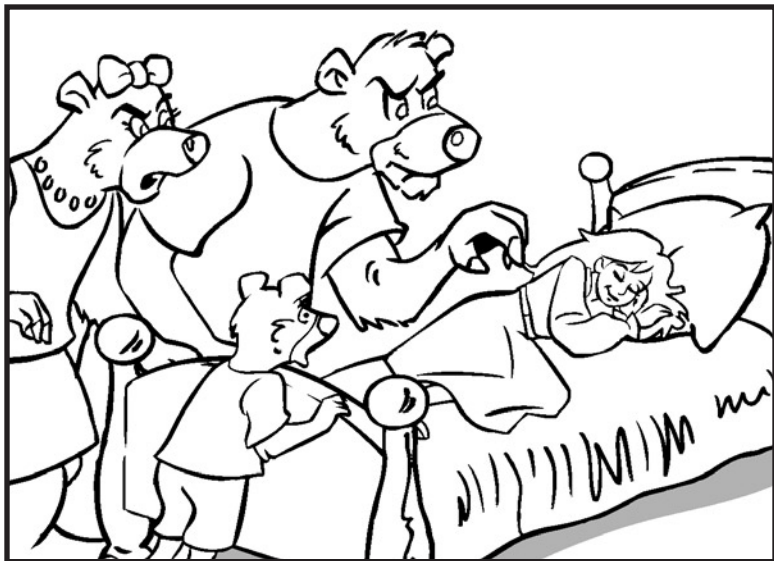


The hungry bears saw their chairs.

"Someone's been sitting in my chair," said Papa Bear.

"Someone's been sitting in my chair," said Mama Bear.

"Someone's been sitting in my chair," said Baby Bear. "And it's broken!"



The hungry, angry bears
went upstairs.

"Someone's been sleeping in my
bed," said Papa Bear.

"Someone's been sleeping in my
bed," said Mama Bear.

"Someone's been sleeping in my
bed," said Baby Bear. "And she's
still there!"

"Shhh!" said Goldilocks.



When Goldilocks saw the three
hungry, angry bears, she jumped
out of bed.

She ran all the way home.

Goldilocks never again went to the
home of the three bears.

Goldilocks and the Other Three Bears

A Reading A-Z Level L Leveled Reader

Word Count: 335



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Goldilocks and the Other Three Bears



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Goldilocks and the Other Three Bears



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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



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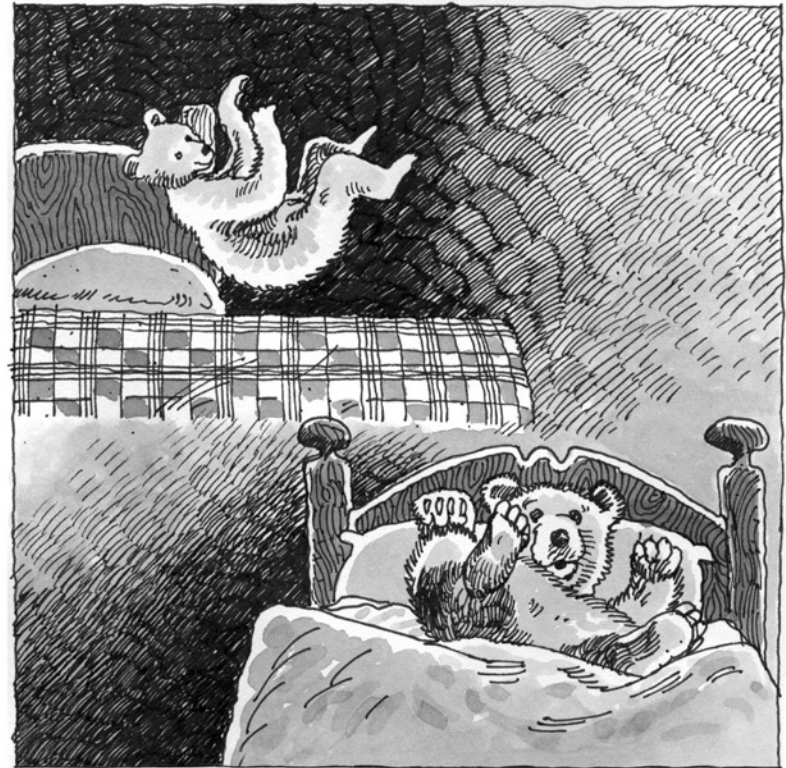
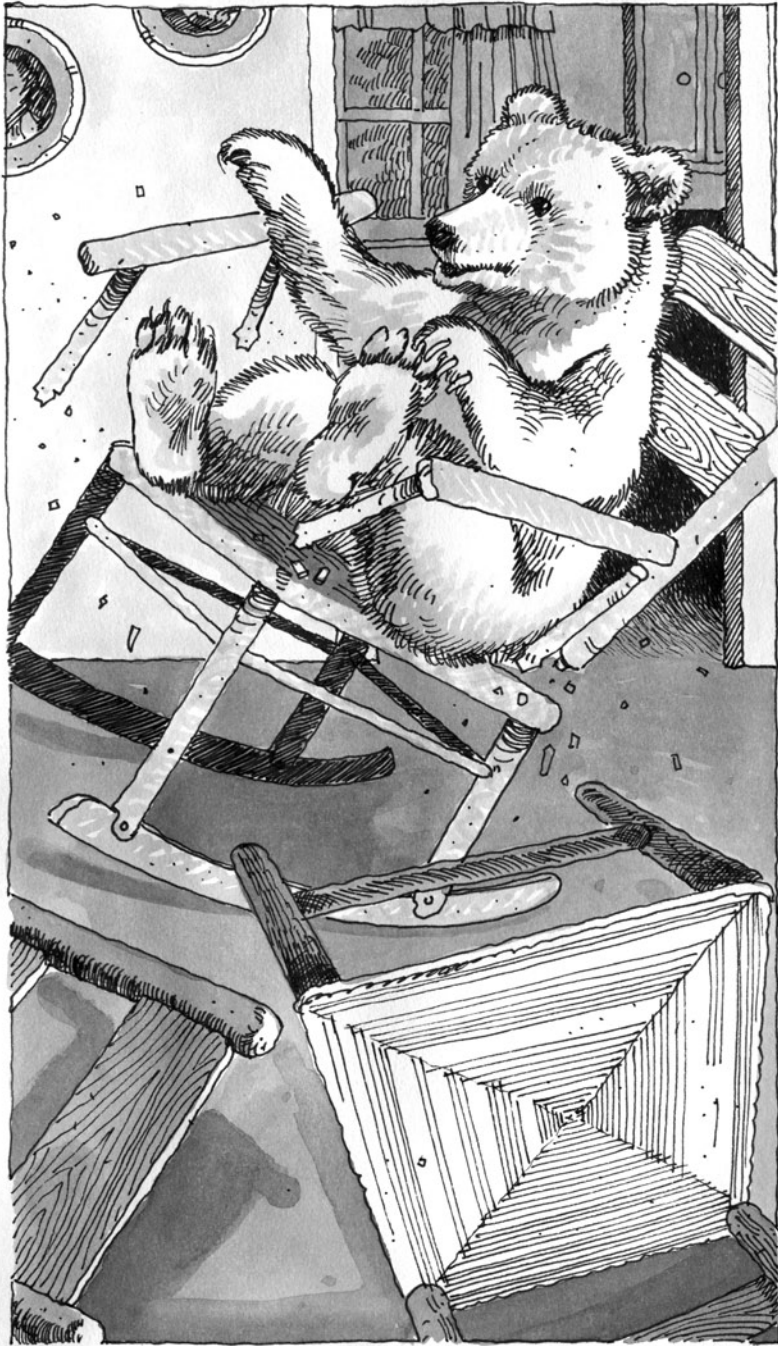


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When Goldilocks saw the three
hungry, angry Bears, she jumped
out of bed.

She ran all the way home.

Goldilocks never again went to the
home of the three Bears.

Name _____

Instructions: As you read, list causes in the left boxes and their effects in the right boxes.

Cause



Effect

Cause



Effect

Cause

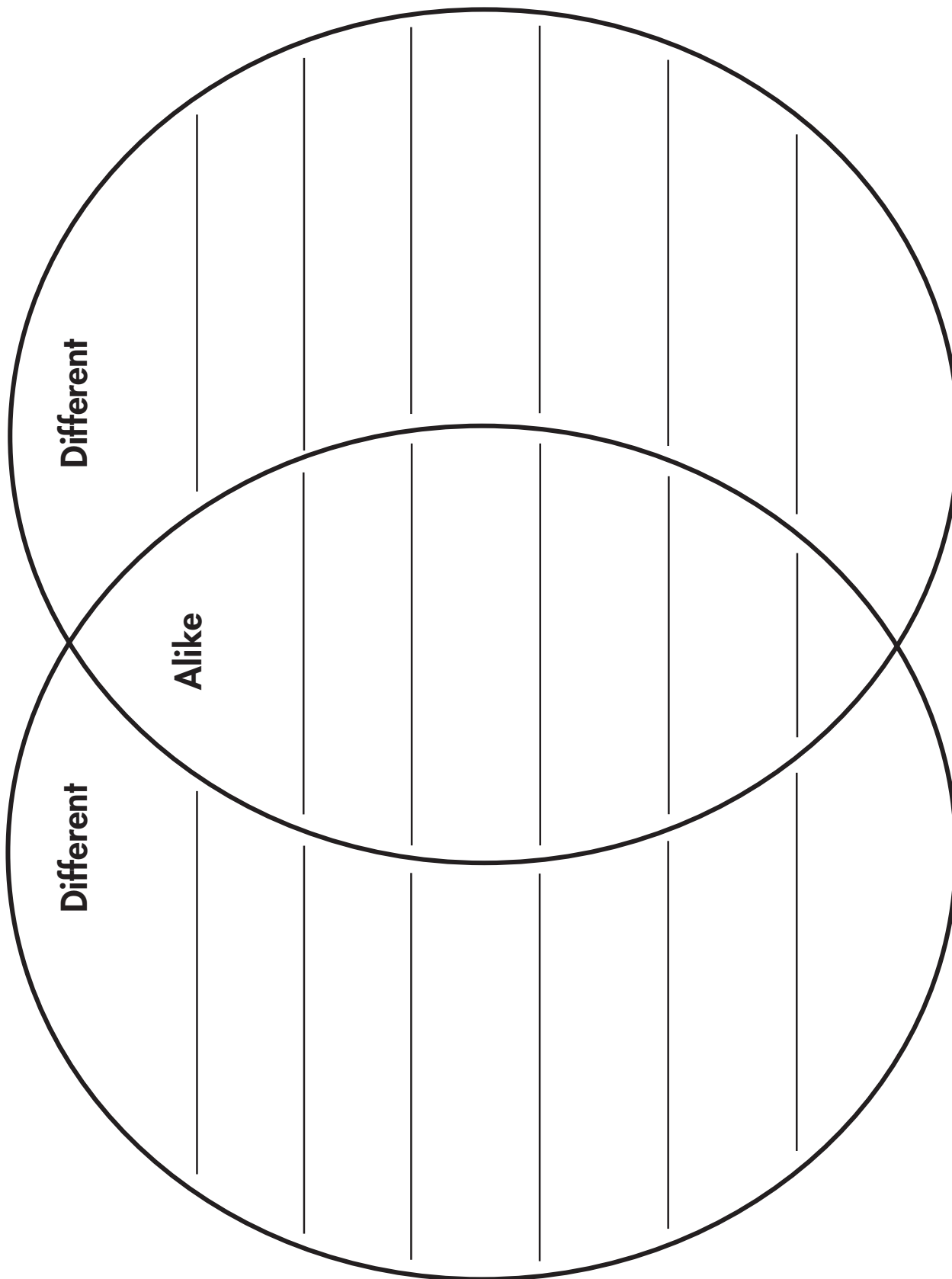


Effect

Name _____

Instructions: Compare *Goldilocks and the Three Bears* to the story of *Goldilocks and the Other Three Bears*. Write details that tell how the two books are different in the outer circles. Write details that tell how the two books are alike where the circles overlap.

**Goldilocks and the
Other Three Bears**



**Goldilocks and the
Other Three Bears**

Name _____

Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the left-hand box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs

Present-tense verbs

Name _____

Instructions: Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

Example: (eight/ate)

Johnny ate eight hot dogs, but he didn't win the contest.

1. (where/wear)

2. (plane/plain)

3. (in/inn)

4. (flew/flu)

5. (red/read)

6. (cent/sent)

7. (knew/new)

8. (see/sea)

9. (their/there)

10. (hair/hare)

LEVELED READER • 1

Fantastic Flying Machines



Written by John Meyer and Elizabeth Austin

**MULTI
level
I L P**

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Fantastic Flying Machines

A Reading A-Z Level I Leveled Reader • Word Count: 237



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16	DRA
15-16	Reading Recovery
1	Fountas & Pinnell

Correlation LEVEL 1

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Level 1 Leveled Reader
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Front cover: The Proteus, a very high-flying observation airplane
Back cover: A military helicopter

Title page: The Lockheed Constellation, used to carry the U.S. president in the 1950s

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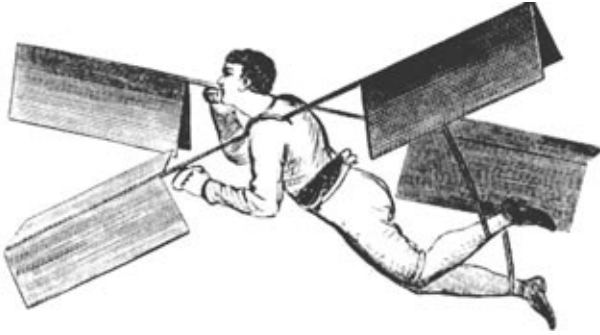
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3

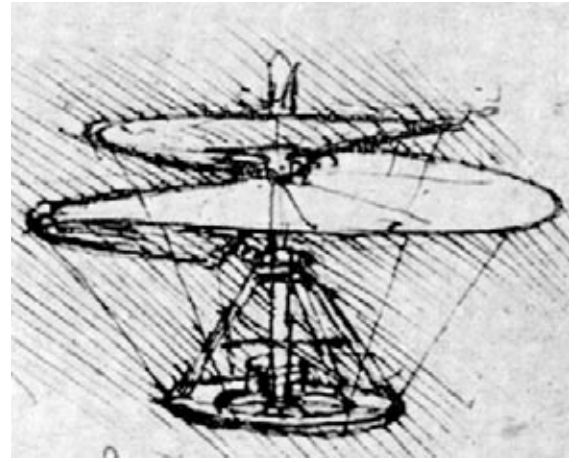
4

Introduction
What if you could fly like a bird? Where would you go?
What would you see?





These wings flapped when the person moved his arms and legs.



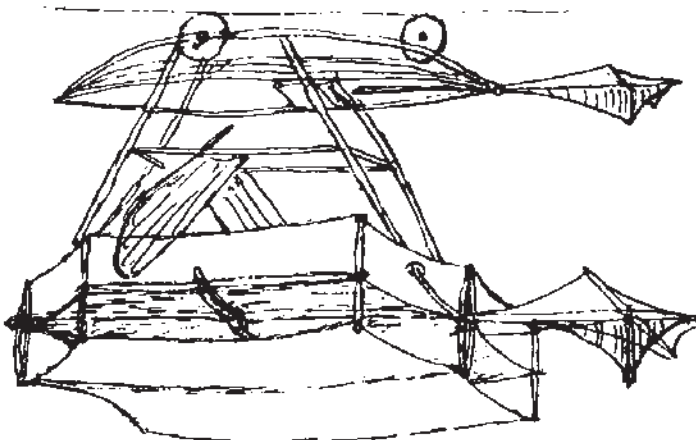
Leonardo da Vinci's helicopter drawing

People always wanted to fly. Some made wings out of wood.
One artist drew a plan for a helicopter hundreds of years ago!

5

6

History of Flight
Two brothers made the first hot-air balloon.
Other people built strange gliders.



A drawing of one of Cayley's first gliders



George Cayley built the first glider that carried a person.



Wilbur Wright watches his brother Orville make his famous flight.

Airplanes use engines to stay in the air. The Wright brothers built the first airplane that worked. People could fly!

7

8

Airplanes have changed a lot since the early days of flight. Now, large planes can carry your family on vacation.

Airplanes

This commercial airplane carries hundreds of passengers around the world every day.





A Navy jet fighter takes off from an aircraft carrier.



Jet gases form streaks of cloud in the sky.

Some planes today use strong jet engines.
They help planes fly high and fast.

9

10

Planes that fly low or slow often use propeller engines.
Propeller blades spin like a fan.

A Navy plane with four propeller engines



Planes carry things quickly over long distances.
Planes carry cargo all around the world.



This plane can carry 132,000 kilograms (291,000 lbs.) of cargo.

11

12

Helicopters fly differently from planes. They can fly in any direction. They can take off straight up and can land almost anywhere.

Helicopters



A helicopter lands on top of a building.



A helicopter ambulance carries sick and injured people.



Rescue helicopters save people on the ocean.

Flying in a helicopter saves time. Helicopters are used to quickly help people who are lost or hurt.

13

Blimps and Balloons
 Hot-air balloons are quiet. They are pushed by the wind. Unlike other flying machines, you can't steer them.

14

Beautiful balloons fill the sky.



Hot-air balloon passengers ride in a basket.





Blimps are often used to film sporting events.



Riding in a blimp gives an amazing view.

Blimps are like long balloons.

Blimps have engines and are steered by pilots.

Have you seen a blimp?

15

16

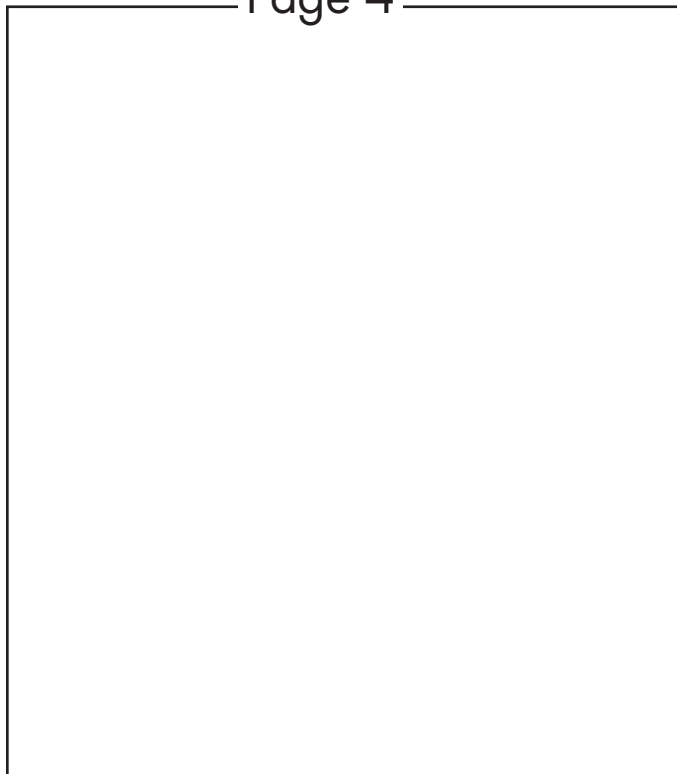
A hang glider soars over a beach.



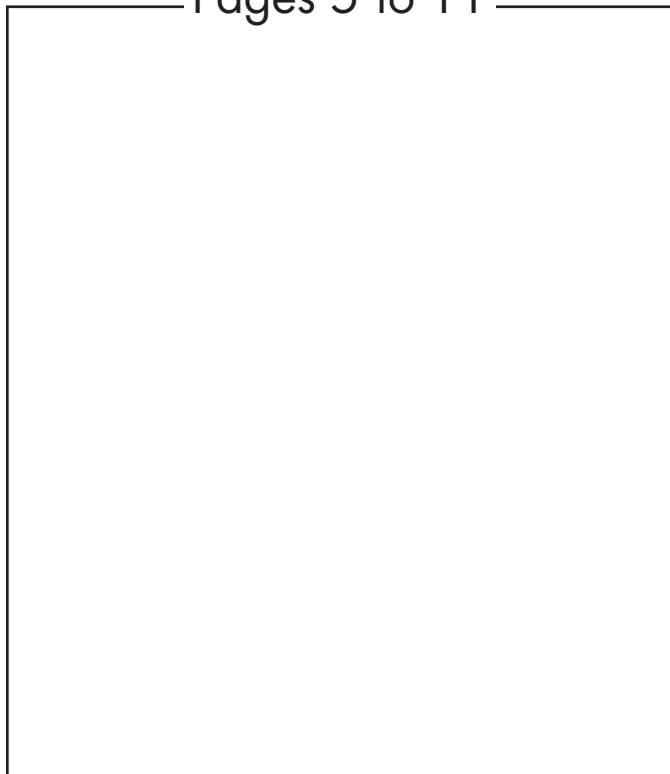
Other Ways to Fly
 There are many ways to fly.
 A hang glider drifts on a breeze.
 A hot-air balloon can take you
 for a ride.
 Airplanes fly everywhere.
 Where would you like to fly?

Name _____

Page 4

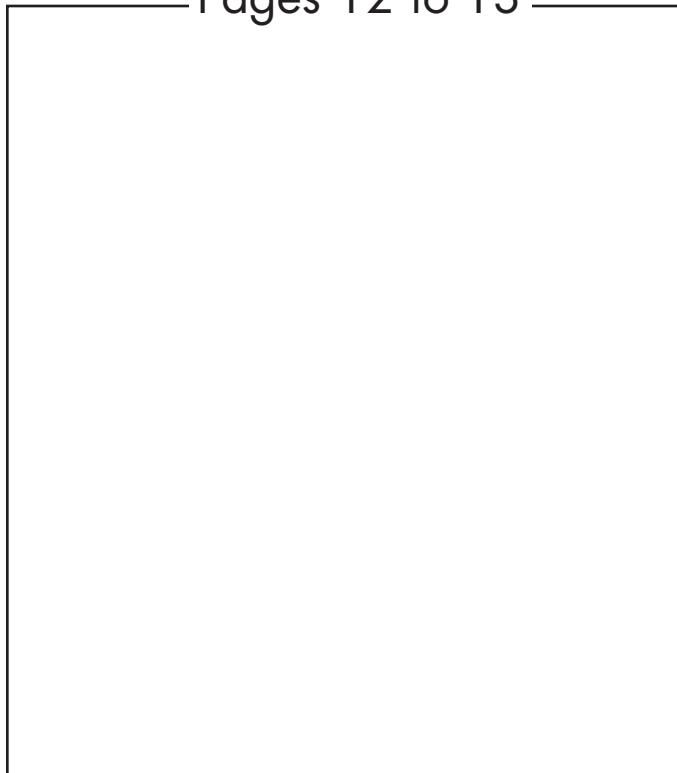


Pages 5 to 11

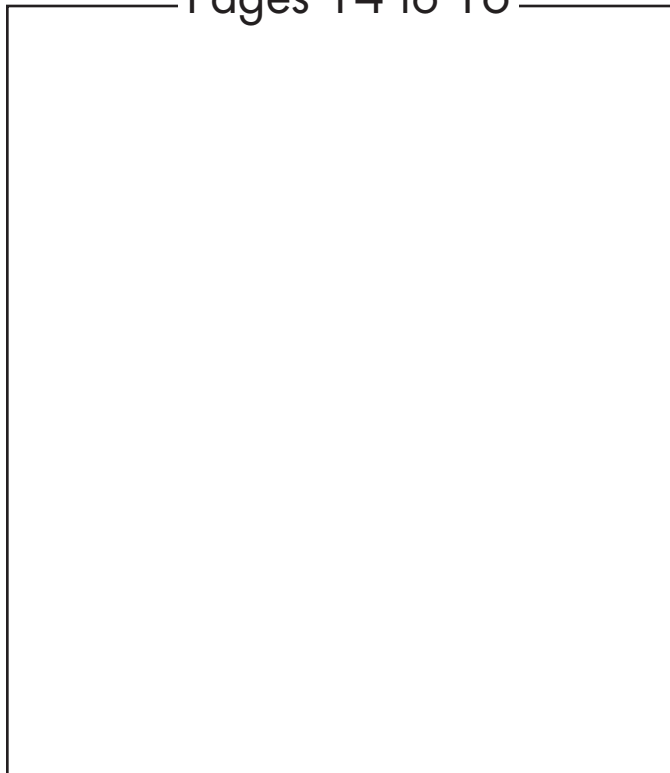


FANTASTIC FLYING MACHINES • LEVEL 1 • 1

Pages 12 to 13



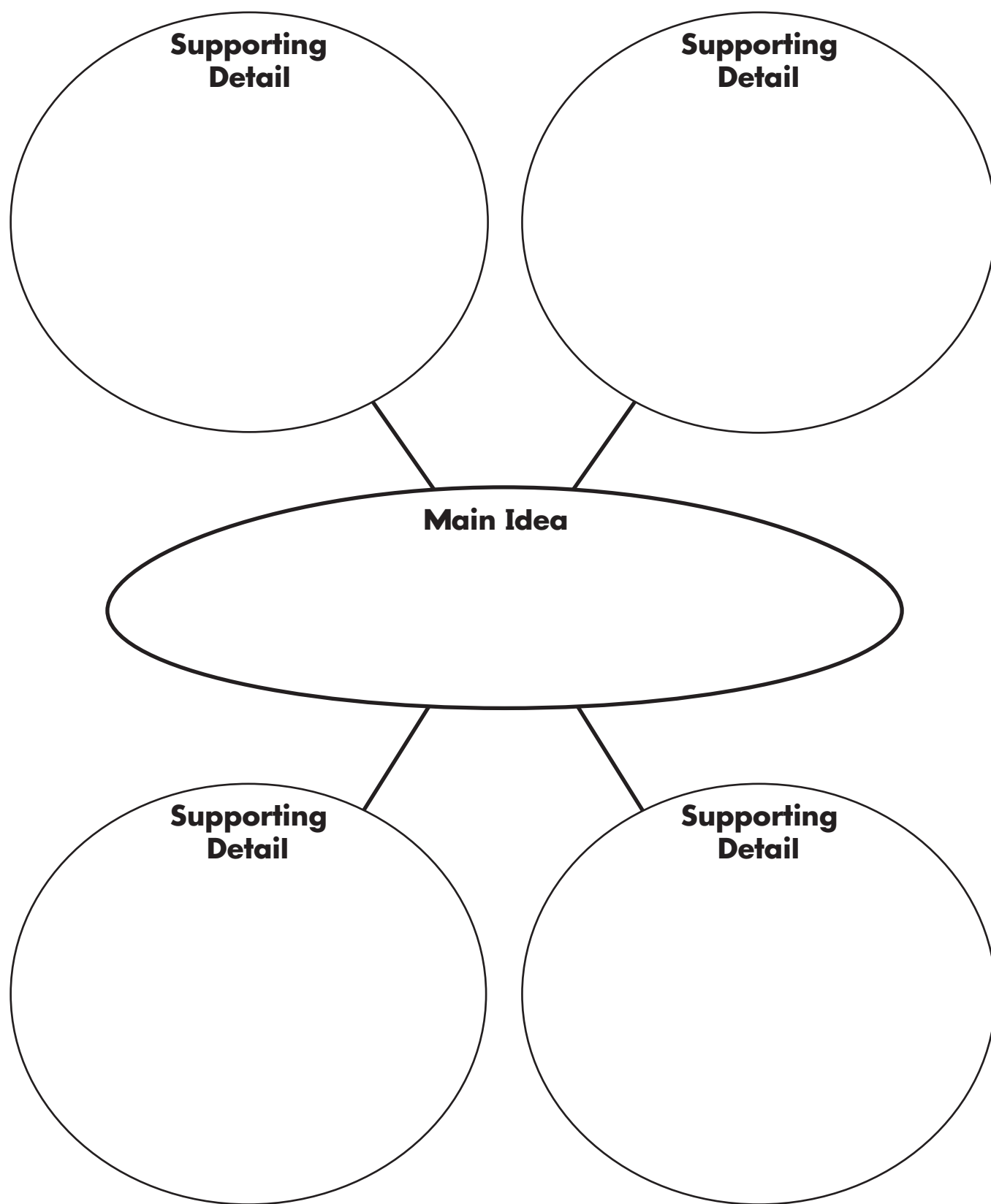
Pages 14 to 16



SKILL: VISUALIZE

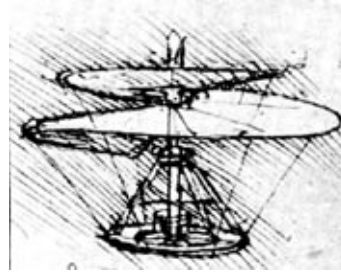
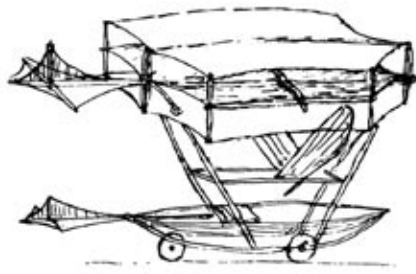
INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____



INSTRUCTIONS: Reread the section titled "Rockets and Spaceships." Write the main idea in the center of the web. Record the supporting details in the surrounding circles.

Name _____



history of flight

two brothers made the first hot-air balloon.

other people built strange gliders.

airplanes use engines to stay in the air. the wright brothers
built the first airplane that worked. people could fly!



INSTRUCTIONS: In the text above, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns. Use a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence or the name of a chapter.

Name _____

INSTRUCTIONS: Part 1: Match words in the left-hand column with words in the right-hand column to create compound words found in Fantastic Flying Machines. Then write the compound words you created on the lines below.

air

where

any

where

every

plane



INSTRUCTIONS: Part 2: Think of other compound words you know and write them in the box.
(Examples: rainbow, birthday)